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ABSTRACT

This package contains a teacher's card catalogue of 100 lesson plans (on cards) dealing with individual life skills topics to be used with English-as-a-second-language students, plus a teacher's guide for using the lessons. The cards are directed toward a specific competency, with 20 cards in each of five Adult Performance Level (APL) areas: occupational knowledge, consumer economics, health and safety, government and law, and community resources. Each card contains the following information: (1) a number/letter heading keyed to the participant's life skills checklist; (2) estimated classroom teaching time; (3) the APL area; (4) the specific life skills topic; and (5) the lesson plan. Each lesson plan includes teacher preparation, basic skills to be acquired by participants, specific activities, demonstration of competence, and individual life skill activity. Material resources are coded to correspond to a bibliographic listing in the teacher's guide. The packet was designed for intermediate-level ESL students. The teacher's guide that accompanies the cards describes the project need, product, method of determining product scope, and product evaluation procedures; and provides a participant's life skills checklist and a bibliography of resource materials. (KC)

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ESL MADE EASY

A Card Catalogue of 100 Lesson Plans and a Teacher's Guide

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310 Project: #98-1008
July 1, 1980 - June 30, 1981

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ESL MADE EASY

Teacher Methods and Techniques

The lesson plans found on the ESL Made Easy cards, though thorough, will provide only a basic structure within which you are encouraged to add, subtract, elaborate, and otherwise adapt in order to meet the specific needs of your individual students. Some materials may need to be rewritten or thoroughly explained orally, perhaps even in the native language, in order to insure comprehension of a complicated concept. You may also need to substitute other materials for those cited here, if they are unavailable for use in your program.

In addition to routine material adaptation, the following suggestions will prove helpful:

1. Give your students the opportunity to talk, working toward a 50-50 breakdown between teacher speaking time and student speaking time. In fact, the more the students speak, the better their skills will become. Move from teacher control to student control of the classroom. Allow short periods of silence when waiting for student responses; there is no need to have a continual stream of conversation.
2. Provide folders for students to take home life skills materials for future reference, as well as to store their work while in class.
3. When teaching vocabulary, role-playing dialogues, or teaching life skills, realia (examples of the real objects) is very important to permit students to visualize exactly what you are talking about. When real, concrete objects are not available or impractical to bring to class, obtain a picture to show the students. When teaching the new vocabulary, use simple well-known structures such as "pick-up _____." or "give the _____ to _____" , in order to familiarize the students with the new words.
4. Field trips are an important part of any ESL program in that they permit students to experience American culture first hand. Make sure students are well prepared for field trips. They should know what, why, where, and whom they are going to see. Review pertinent vocabulary, and ask questions such as: What did you see?, How does it work?, Who works there?, etc. Make as much use as possible of community agencies for field trips as well as speakers. Your students will enjoy the change of pace, the best qualified people will be teaching them, and they will obtain valuable community contact. Most

community agencies, businesses, industries and government officials will be happy to address your special group of "new" potential clientele.

5. In order to maximize the effectiveness of teaching telephone skills, (i.e., calling in cases of emergency, making appointments, etc.) obtain teletrainer kits from your local telephone office. They are free for your use upon request.
6. Individual, group, or paired activities, as they are noted on the cards, are any activities that involve answering questions at the end of a reading, either orally or in written form. Review these exercises in class for accuracy and completeness, making sure that each student has learned the concept/skill intended. These activities can also be used as a basis for dictation, choral repetition, games, etc.
7. Maintain the delicate balance between teaching a life skill and teaching a language structure. Remember that culture is language and language is culture. Whenever you teach a life skill, structures will always be involved in order to communicate effectively.

LISTENING/SPEAKING HINTS:

1. Memorization and role playing of dialogues (length depends on class ability) is an excellent way to teach, not only oral language skills, but also attendant body language which is appropriate for the cultural context of the communication. The following ideas will be helpful:
   a. The dialogue should be practiced in class many times before requiring students to perform from memory.
   b. Both teacher and students can help to correct errors in the first attempt to perform solo.
   c. Stress that errors are expected and permitted - no one is to ridicule the participants in any way.
   d. Students may paraphrase lines of dialogue as long as meaning is not changed.
   e. Students may prepare their own dialogues for presentation.
   f. Be cautious to include familiar structures and vocabulary specific to the situation in "performance" dialogues.

2. When a speaking skill is needed to successfully perform a life skill, make sure the students can say the necessary communication w'thout the help of written material.
3. Teachers are encouraged to build upon the questions suggested for discussion of each topic. The more questions discussed in many different ways, the more likely students will retain the information.
4. The Foreign Language Learner: A Guide for Teachers (Finocchiaro and Bonomo, Regents Publishing Co., New York, 1973) has lists of listening and speaking activities for classroom use on all levels.

READING HINTS:

1. When compiling vocabulary lists (no more than ten new words for any given lesson, if at all possible) investigate all sources: readings, forms, tax returns, grocery shelves, labels, audio-visual aids, etc.
2. Once vocabulary word meanings are learned and their context firmly established, they may be used for pronunciation drills.
3. The following procedure has proven very successful when teaching reading:
   a. Teach new vocabulary.
   b. Read the selection aloud and have the students follow along (you may want to do this twice).
   c. Students read again silently for comprehension using dictionaries or asking questions.
   d. Students read portions aloud.
   e. The technique known as "Read and Look Up" (reading a sentence silently, then looking away from the printed page to orally produce the phrase) may be used here, as well as for dialogue practice.

WRITING HINTS:

1. When practicing the filling out of forms, each student should have his/her own copy to practice the skill and then another copy to use as a correct model for future reference. An overhead projector works well with a group presentation, explaining proper information to go in each block.
2. Successful dictation exercises can be accomplished by using the following procedure:

a. Practice the sentences for dictation using the teaching reading method listed above.
b. Have students close their books, insuring beforehand that they understand the sentences completely.
c. Read the dictation sentences/passage in its entirety again while students listen, observing whether or not students look comfortable with your reading (do not allow students to write anything at this point).
d. Students write what is dictated - sentence by sentence or meaningful phrase by meaningful phrase, depending on length of passages.
e. Make sure students are aware that you will repeat the sentences only three times. If any student cannot write the dictation after hearing it three times, he/she will need to practice individually and re-do the exercise.
f. Dictation is given only after students have had ample time to practice writing the sentences/passage several times.

The teacher techniques included here will facilitate your use of the ESL Made Easy cards. Your students will learn many of the survival skills they need to function effectively in a new culture. You are encouraged to adapt these materials any way necessary to meet your students needs.

TO THE TEACHER

INTRODUCTION

It is now ten years since the APL Survey Project was initiated at the University of Texas. It is indeed five years since the results of the nation-wide Literacy Test were released to the public and put Adult Education on the front page of The New York Times. According to a 1979 Survey of Adult Functional Competency Projects published by the Division of Adult Education, USOE, (47) forty-seven of (50) fifty states and the District of Columbia are engaged in (38) thirty-eight Staff Development and (131) one hundred and thirty-one Special Projects dealing with competency-based adult education. Yet there has been a noticeable resistance on the part of ESL teachers to make the switch to an integrated ESL/APL curriculum.

WHY? Many of this nation's ESL teachers do double duty in K-12 classrooms during the day. There are literally hundreds of materials available to facilitate the teaching of language structures. Skilled ESL teachers can enter the classroom and begin teaching pronunciation, grammar structures, vocabulary, etc. utilizing many of the materials now in print. APL, however, is different. A true CBAE curriculum requires an integration of math, reading, and language skills with basic knowledge areas enabling teachers to present language structures and life skills concepts in the framework of one lesson. Therefore, this project was developed to assist ESL teachers to make the switch to a CBAE curriculum. . . to make ESL easier.

DESCRIPTION OF THE PRODUCT

ESL MADE EASY is a teacher's card catalogue of 100 lesson plans dealing with individual life skills topics. Each 5x8 card is laminated, color-coded to its life skill area, simple to use, and stores handily in a card file. Each card is directed toward a specific competency in one of the five APL areas: I) Occupational Knowledge; II) Consumer Economics; III) Health and Safety; IV) Government and Law, and V) Community Resources. There are 20 specific cards for each area.

Each ESL MADE EASY card contains the following information: A) a number/letter heading keyed to the participant's Life Skills Checklist; B) estimated classroom teaching time; C) the APL area; D) the specific life skills topic, and E) the lesson plan. Each lesson plan includes the following details: 1) teacher preparation, 2) basic skills - both academic and life skills to be acquired by participant; 3) specific activities; 4) demonstration of competence, and 5) individual life skill activity. Any material resources to be used by teacher or student are coded to correspond to a bibliographic listing in the teacher's guide.

ESL MADE EASY was designed for intermediate level ESL students as measured on the Structure Tests - English Language (STEL Test) by Donna Ilyin and Janet Best, published by Newbury House, Rowley, MA. Each card is specific. Therefore, additional cards can be added at a later date. These might contain alternative plans to teach a specific topic/competency. There is a need to develop a corresponding set of cards for native English speakers studying Basic Reading (1-4th grade reading level) as well as for Beginning ESL adults.

The Teacher's Guide which accompanies the cards describes the project need, product, method of determining product scope, product evaluation procedures, a participant's Life Skills Checklist and a Bibliography of Resource Materials. The section on how to use the card catalogue was developed with the assistance of teachers field testing the materials. The suggestions are meant to be modified according to individual classroom needs.

PROJECT BACKGROUND

Any viable CBAE curriclum must be built around participant's interests as well as needs. Your adult student will learn and practice only what that student believes s/he needs to know. In addition, a program designed to prepare adults to become responsible members of their community must reflect community values as well as student needs and interests. A community survey and a participant questionnaire were our first steps in determining the topics to be covered by the ESL MADE EASY cards.

Over 600 English-as-a-Second Language students were surveyed in their native languages (Spanish, Vietnamese, Cambodian, Russian, to name a few) statewide, in order to determine which life competencies were generally of interest to ESL students. The instrument categorized 100 life skills tasks under the five APL areas. Participants were asked to rank, from most needed to least needed, the ten skills they wished to acquire. The survey of ESL students was then compared to a similar one conducted earlier with economically disadvantaged adult basic education (ABE) students. The correlation was striking, in that three of the top five, in each APL category, were exactly the same, sometimes even occurring in the same rank order.

Similar instruments administered to 400 randomly-selected Lancaster City residents and teachers in Lancaster-Lebanon Intermediate Unit #13's adult classes asking them to prioritize 71 different life competencies and to indicate which ones should be graduation requirements produced very similar results. Thus, based on the information gathered in all the surveys, the specific topics/competencies to be included in the card catalogue were chosen.

The project curriculum specialist worked with teachers in the ESL program to identify relevant resources in the topic areas. These included books, pamphlets, audio-visual materials and resource experts. Community field trips were also included when judged to be the best mode of activity for teaching a specific competency. The lesson plans were generated by the specialist and then tried out in one or more classes. A Lesson Plan Evaluation Form (See Table III) sought input from teachers and students as to their subjective evaluation of the lesson. An objective evaluation was provided by student success rate on the performance of competency. If necessary, lesson plans were revised before inclusion in the catalogue. Each plan was organized to conform to a standard card model (See Table IV).

INTEREST QUESTIONNAIRE ABOUT

YOUR FUTURE LIFE IN THE UNITED STATES

Name _____
last first

Date of Birth: _____ Sex: _____

Native Language: _____

Years of School attended in your native country _____

How long have you been in the U.S.? _____

DIRECTIONS FOR FILLING OUT THE QUESTIONNAIRE:

1. Read all the questions on page 2.
2. Indicate if you would like to know more about each subject by placing a check the the YES column.
3. If you are not interested in any of the items, place a check in the NO column.
4. Indicate anything else of interest to you.
5. When you have finished answering page 2, continue in the same manner and complete pages 3-6.

_____ _____
Administered by: Date

_____
Site of Survey Administration

Survey Developed by Sherry Royce, adaptation by Janet Graham.

OCCUPATIONAL KNOWLEDGE

YES	NO	Would you like to know more about:
___	___	1. Your particular job interests and needs?
___	___	2. Vocational counseling and testing available in your area?
___	___	3. The difference between the BES (Bureau of Employment Seucrity) and private employment agencies?
___	___	4. How to use the help wanted ads in the newspaper?
___	___	5. How to write a letter of application?
___	___	6. How to seek employment by telephone?
___	___	7. How to write a personal fact sheet and job history (resume)?
___	___	8. How to fill out a job application form and W-4 form?
___	___	9. What an employer looks for in a new employee?
___	___	10. How to prepare for a job interview?
___	___	11. What questions to ask a possible employer?
___	___	12. Employment benefits such as health and life insurance, vacation, sick leave, and retirement?
___	___	13. Minimum wage laws?
___	___	14. How to fill out a Social Security form?
___	___	15. Your payroll deductions and take-home pay?
___	___	16. The function of labor unions?
___	___	17. What "equal opportunity employer" means?
___	___	18. What employers call good work habits?.
___	___	19. How to deal with employers, other workers, and work situations?
___	___	20. How anti-discrimination laws affect you?

_____

_____

_____

_____

_____

_____

TABLE I continued

3

CONSUMER ECONOMICS

YES	NO	Would you like to know more about:
___	___	1. Making a family or individual budget?
___	___	2. Buying food wisely?
___	___	3. How to figure unit prices?
___	___	4. Comparison shopping?
___	___	5. Purchasing a major appliance such as a television set or refrigerator?
___	___	6. Taking measurements to buy such things as carpeting or draperies?
___	___	7. The costs involved in buying a house?
___	___	8. Renting an apartment and signing a lease?
___	___	9. How to shop for a new car or used car?
___	___	10. Warranties and guarantees?
___	___	11. Consumer fraud, consumer protection, and consumer complaints?
___	___	12. Ordering items from a catalog or by mail?
___	___	13. How to figure sales tax?
___	___	14. How to figure change?
___	___	15. Establishing a credit rating?
___	___	16. Borrowing money and types of loans?
___	___	17. Opening a checking account, writing checks, and balancing a check book?
___	___	18. Figuring interest charges?
___	___	19. Savings accounts?
___	___	20. Buying life, homeowners', rental, and car insurance?
___	___	21. Advertising practices, including illegal or misleading techniques?
___	___	22. Sales agreements and contracts?
___	___	23. Ways to conserve energy?
___	___	24. Utility bills?
___	___	25. Car maintenance?

_____

_____

_____

HEALTH AND SAFETY

YES	NO	Would you like to know more about:
___	___	1. How to tell when someone is ill and where to get medical help?
___	___	2. The use and possible side effects of prescription and over-the-counter drugs?
___	___	3. Proper home care of the sick?
___	___	4. Shots for children to fight disease?
___	___	5. How to plan well-balanced meals?
___	___	6. Proper dental care?
___	___	7. Basic first aid?
___	___	8. How to prevent accidents and injuries in your home?
___	___	9. Family planning and effective birth control methods?
___	___	10. Pregnancy and pre-natal care?
___	___	11. Infant and child care?
___	___	12. Adolescent behavior?
___	___	13. The symptoms and treatment of VD (venereal disease)?
___	___	14. Alcohol and its effects?
___	___	15. Problems of drug abuse?
___	___	16. How to tell when someone has emotional problems, such as depression, and where to find professional help?
___	___	17. The effects of smoking?
___	___	18. The danger signs of cancer?
___	___	19. Signs and treatment of diabetes, heart disease, etc.?
___	___	20. Health insurance?

_____

_____

_____

_____

_____

_____

_____

TABLE I continued

GOVERNMENT AND LAW

YES	NO	Would you like to know more about:
___	___	1. The constitution of the United States and how it affects you?
___	___	2. How to register to vote and how to use the voting machine/ballot?
___	___	3. Our political parties?
___	___	4. How your local government works and how it can help you?
___	___	5. How the court system works?
___	___	6. Your legal rights if you are arrested?
___	___	7. How, when, and where to obtain legal help?
___	___	8. Crimes which are a felony or a misdemeanor?
___	___	9. How to sue an individual or a company?
___	___	10. The difference between a subpoena and a summons?
___	___	11. Legal papers such as wills, marriage licenses, birth and death certificates?
___	___	12. Filling out your federal income tax form?
___	___	13. Filling out your state and local income tax forms?
___	___	14. How the government uses your tax money?
___	___	15. The powers of the President of the United States?
___	___	16. How laws are made?
___	___	17. The powers and structure of Congress?
___	___	18. The Supreme Court?
___	___	19. How to apply for Social Security benefits?
___	___	20. How to write a letter to your representatives?

COMMUNITY RESOURCES

YES	NO	Would you like to know more about:
___	___	1. Using recreational and entertainment facilities (pools, parks, museums, theaters, etc.) in your community?
___	___	2. Shopping areas in your community?
___	___	3. Social services available in your community?
___	___	4. The Post Office facilities?
___	___	5. The Public Library?
___	___	6. Day care centers in your community?
___	___	7. Emergency calls in case of fire, illness, accident, poisoning, etc.?
___	___	8. How to use a road map?
___	___	9. How to make hotel/motel reservations?
___	___	10. How to read transportation schedules for a bus, train, or airplane?
___	___	11. How to figure out mileage?
___	___	12. How to order tickets by mail or telephone?
___	___	13. Traffic rules and regulations?
___	___	14. Road signs and signals?
___	___	15. Driving in special weather conditions?
___	___	16. How to get a driver's permit or license?
___	___	17. Vehicle inspection and registration?
___	___	18. How to use the telephone book?
___	___	19. How to write an ad for a newspaper?
___	___	20. How to figure out time zones, daylight savings time and travel time in the U.S.?

TABLE II

In order to insure that non-English-speaking students understood the survey, translations were provided in their native languages. Listed below are samples of Vietnamese and Russian surveys.

HIỂU BIẾT VỀ NGHỀ NGHIỆP

CÓ	KHÔNG	Bạn có muốn tìm hiểu thêm về những vấn-đề sau đây không?
____	____	1. Những ích-lợi và cần-thiết về nghề-nghiệp của bạn?
____	____	2. Dịch-vụ hướng-dẫn và trắc-nghiệm nghề-nghiệp tại địa-phương của bạn?
____	____	3. Sự khác-biệt giữa DES (Bureau of Employment Security : Văn-phòng tìm việc của Chính-phủ) và những Sở tìm việc của tư-nhân?
____	____	4. Cách tìm hiểu những lời quảng-cáo trên báo tìm người giúp việc?
____	____	5. Cách viết đơn xin việc làm?
____	____	6. Cách tìm việc làm bằng điện-thoại?
____	____	7. Cách soạn-thảo lược giải cá-nhân và kinh-nghiệm nghề-nghiệp của bạn?
____	____	8. Cách điền đơn xin việc làm và mẫu W-4?
____	____	9. Người chủ mong đợi gì nơi người công-nhân mới?
____	____	10. Cách chuẩn-bị cho cuộc phỏng-vấn xin việc làm?
____	____	11. Những vấn-đề nào cần nên đề-cập với người có thể là chủ-nhân?
____	____	12. Những quyền-lợi nhân-công như bảo-hiểm sức-khoẻ và nhân-mạng, ngày nghỉ thường-niên, ngày nghỉ vì đau ốm và hưu-trí?
____	____	13. Luật pháp về lương bổng tối thiểu?
____	____	14. Cách điền mẫu xin thẻ An-sinh Xã-hội?
____	____	15. Những khoản chiết-trừ trên số lương của bạn và số lương còn lại mang về?
____	____	16. Nhiệm-vụ của Liên-đoàn công-nhân?
____	____	17. "Cơ-hội đồng-đều cho công-nhân" có nghĩa là gì?
____	____	18. Những gì mà chủ-nhân coi là gương mẫu của một công nhân tốt?
____	____	19. Cách đối phó với chủ-nhân, những công-nhân khác, và những trạng-hướng nghề-nghiệp?
____	____	20. Luật-pháp chống kỳ-thị ảnh-hưởng tới bạn như thế nào?

ПРОФЕССИОНАЛЬНОЕ ЗНАНИЕ

ДА	НЕТ	Вы хотите знать больше информации о следующем:
____	____	1. Особенности вашей специальности, профессиональные интересы и потребности?
____	____	2. Подготовка к трудоустройству и экзамены в вашем районе?
____	____	3. Разница между "БЭС" /Бюро Эмплоймент Секюрити/ и частными агентствами по трудоустройству?
____	____	4. Как пользоваться газетными объявлениями о работе?
____	____	5. Как написать письмо относительно работы?
____	____	6. Как искать работу по телефону?
____	____	7. Как написать резюме о вашем опыте работы?
____	____	8. Как заполнить заявление на работу и форму "W-4."
____	____	9. На что обращает внимание руководитель от нового рабочего /служащего/?
____	____	10. Как готовиться на интервью?
____	____	11. Какие вопросы задавать руководителю на интервью.
____	____	12. Льготы как страхование жизни и здоровья, оплачиваемый отпуск, оплата определенного количества больничных дней, пенсия.
____	____	13. Законы об уплате прожиточного минимума?
____	____	14. Как написать заявление на Социальное Страхование /Сошиал Секюрити/?
____	____	15. Налоги взысканные с дохода и чистый доход?
____	____	16. Роль профсоюзов?
____	____	17. Что значит "Одинаковые возможности на работе"?
____	____	18. Что руководители считают хорошим образцом работы?
____	____	19. Как относиться к руководителям, к сотрудникам и к работе?
____	____	20. Какой производят на вас эффект законы анти-дискриминации?

TABLE III

COMPARISON OF LIFE SKILLS INTERESTS OF ESL AND ECONOMICALLY DISADVANTAGED ABE ADULTS
as determined in a PA Life Skills Interests Survey developed by Sherry Royce

The results of the Life Skills Survey for both ESL and ABE students have been tabulated and are summarized below, with the responses of both groups ranked in order of student preference. Those responses marked with an asterisk indicate similar choices made by both groups, some even in the same priority. Only the five topics selected most often are listed.

ENGLISH AS A SECOND LANGUAGE (ESL)

Community Resources:
1. Traffic rules and regulations
2. Driving in special weather conditions
* 3. Social services available in your community.
* 4. How to get a driver's permit or license.
* 5. Emergency calls in case of fire, illness, accident, etc.

Consumer Economics:
* 1. Warranties and guarantees
* 2. How to shop for a new or used car
3. Renting an apartment and signing a lease
4. The cost involved in buying a house
* 5. Opening a checking account, writing checks, and balancing a checkbook.

Government and Law:
* 1. How to apply for Social Security benefits
* 2. How your local government works and how it can help you.
3. Your legal rights if you are arrested
* 4. How, when, and where to obtain legal help
5. The Constitution of the United States and how it affects you.

Health and Safety:
* 1. How to tell when someone is ill and where to get medical help
* 2. Health insurance
3. Basic first aid
* 4. Use and possible side effects of prescription and over-the-counter drugs.
5. Signs and treatment of diabetes

Occupational Knowledge:
* 1. Employment benefits such as health and life insurance
* 2. How to write a letter of application
* 3. Minimum wage laws
4. Particular job interests and needs
5. How to prepare for a job interview

ADULT BASIC EDUCATION (ABE)

Community Resources:
1. Where to get help with a consumer complaint
* 2. Social services available in your community
* 3. Emergency calls in case of fire, illness, accident, etc.
* 4. How to get a driver's permit or license
5. How to use a road map

Consumer Economics:
1. Buying food wisely
* 2. How to shop for a new or used car
3. Borrowing money and types of loans
* 4. Warranties and guarantees
* 5. Opening a checking account, writing checks and balancing a checkbook.

Government and Law:
* 1. How local government works and how it can help you
* 2. How to apply for Social Security benefits
* 3. How, when, and where to obtain legal help
4. Filling out federal income tax forms
5. Filling out state and local income tax forms

Health and Safety:
* 1. Health insurance
2. Danger signs of cancer
* 3. How to tell when someone is ill and where to get medical help
* 4. Use and possible side effects of prescription and over-the-counter drugs
5. Proper dental care

Occupational Knowledge:
* 1. How to write a letter of application
* 2. Employment benefits such as health & life insurance, vacation, sick leave and retirement
* 3. Minimum wage laws
4. How to deal with employers, workers, and work situations
5. What "equal opportunity employer" means

TABLE IV

LESSON PLAN EVALUATION FORM

LIFE SKILL AREA: _____ TEACHER: _____

TOPIC: _____ DATE: _____

STUDENT EVALUATION	PLEASE CIRCLE	
1. Was the lesson interesting?	yes	no
2. Was the lesson easy to understand?	yes	no
3. Did the reading materials help you?	yes	no
4. Did you learn something from the lesson?	yes	no
5. Did the information help you?	yes	no
6. Do you feel you need to learn more?	yes	no

TEACHER EVALUATION	PLEASE CIRCLE	
1. Was the topic relevant to your student's needs?	yes	no
2. Were the directions clear?	yes	no
3. Did the activities stimulate interest in the topic?	yes	no
4. Were the demonstration of competency and the life skills activity a good method to check the students' competency?	yes	no
5. Were the basic skills appropriately identified?	yes	no
6. Were the materials appropriate for the level of English competency of the students?	yes	no

How long did this lesson plan take to present? _____

COMMENTS:

TABLE V

(SIDE ONE)

Checklist Code Number/Letter — Time
APL AREA

SPECIFIC TOPIC/COMPETENCY

Teacher's Preparation

(Resources are coded to Bibliography in Guide)

Student Skills

(Language development and basic knowledge skills to be gained)

ACTIVITIES

Individual or Group

Demonstration:
a. by teacher
b. by resource expert
c. by student
d. by media

Student Reading Materials:
a. books
b. magazines & catalogues
c. pamphlets & brochures
d. individualized packets

Group Discussion, Projects, Field Trips

(SIDE TWO)

DEMONSTRATION OF COMPETENCY

a. by action-demonstration by student
b. by oral or written test
c. by report or per observation and report
d. by resource expert

INDIVIDUAL LIFE SKILLS ACTIVITIES

Recommended follow-up activities for the individual student to perform outside of class.

It is only through the utilization of the knowledge gained in class on a repeated individual basis that expertise can be gained.

SUGGESTED USAGE

ESL MADE EASY can be adopted as a whole or adapted to meet individual program needs. It is strongly recommended that, whenever possible, a community survey and a participant questionnaire be administered before entering into a CBAE program. Dr. John Tardibuono, School District of Lancaster, 225 East Orange Street, Lancaster, PA 17604, can be contacted as to the form and procedures for carrying out a community survey. A copy of the I.U. 13 "Interest Questionnaire About Your Future Life In the United States" (Table I) has been included for your use.

A measure of student ability as well as interest is essential in order to determine individual needs and to organize both class time and individual assignments. It is recommended that the STEL Test by Donna Ilyin and Janet Best be administered to each student to determine his/her English language ability. If a test score above 300 is achieved, then the student(s) should be able to utilize the cards effectively. Students who can benefit from the ESL MADE EASY curriculum need to have an English language ability of intermediate or better as measured by the STEL Test.

Once the community competency requirements and the participant's interest and ability range have been established, a life skills curriculum can be structured. The ESL MADE EASY curriculum structure is best outlined on the ESL Checklist (See Table VI). General competencies have been listed for the five APL areas. The specific lesson plan cards are detailed as they relate to the general competencies. Thus lesson card IA2 is the second card to be used when teaching the class or an individual to acquire the competencies necessary in "Applying for a job." While the general competencies can be taught at any time, in any order; it is suggested that the specific lesson plan cards leading to a general competency be taught in order and completed before going on to the next general competency area. Additional cards, when needed, can be developed following the standard card model (Table V).

TABLE VI

LIFE SKILLS CHECKLIST

Participant name:_____ Topic completed:_____

Date program started:_____ Date program completed_____

Date Completed		Cards
	I. OCCUPATIONAL KNOWLEDGE	
_____	A. Applying for a job	(1-7)
_____	B. Performing job responsibilities	(8-11)
_____	C. Understanding interview skills	(12-18)
_____	D. Understanding labor laws	(19-20)
	II. CONSUMER ECONOMICS	
_____	A. Performing routine money management	(1-5)
_____	B. Comparing value of goods and services	(6-13)
_____	C. Purchasing insurance	(14-16)
_____	D. Understanding housing needs	(17-20)
	III. HEALTH AND SAFETY	
_____	A. Practicing good health habits	(1-8)
_____	B. Understanding diseases	(9-12)
_____	C. Performing first aid and safety	(13-16)
_____	D. Aids and protection for health care	(17-20)
	IV. GOVERNMENT AND LAW	
_____	A. Obtaining knowledge about legal services and documents	(1-4)
_____	B. Exercising legal rights and responsibilities	(5-10)
_____	C. Understanding the functioning of government	(11-14)
_____	D. Meeting tax responsibilities	(15-17)
_____	E. Becoming a citizen	(18-20)

TABLE VI

LIFE SKILLS CHECKLIST

continued

Date Completed		Cards
	V. COMMUNITY RESOURCES	
_____	A. Using transportation	(1-9)
_____	B. Practicing communication skills	(10-14)
_____	C. Developing Awareness of community services	(15-20)

TABLE VI, continued...

I. OCCUPATIONAL KNOWLEDGE

A. APPLYING FOR A JOB

1. Assessing Employment Interests and Needs
2. Procuring Vocational Counseling and Testing
3. Filling Out a Job Application
4. Understanding Social Security/Applying for a Social Security Card
5. Writing a Letter of Application
6. Using the Services of the Bureau of Employment Security
7. Using Private Employment Agencies

B. PERFORMING JOB RESPONSIBILITIES

8. Completing the W-4 Employee's Witholding Exemption Form
9. Computing Your Wage Income
10. Employment Fringe Benefits
11. Understanding Payroll Deductions

C. UNDERSTANDING INTERVIEW SKILLS

12. Arranging An Interview By Telephone
13. Information To Take To a Job Interview
14. Questions You May be Asked in a Job Interview
15. Questions You May Want to Ask in a Job Interview
16. Dealing With Discriminatory Questions in a Job Interview
17. Preparing for a Job Interview
18. A Simulated Interview

D. UNDERSTANDING LABOR LAWS

19. Minimum Wage Laws
20. Job Discrimination and Unfair Practices

TABLE VI, continued...

II. CONSUMER ECONOMICS

A. PERFORMING ROUTINE MONEY MANAGEMENT

1. Making a Budget
2. Savings Accounts
3. Checking Accounts
4. Taking Out a Loan
5. Establishing Credit Rating

B. COMPARING VALUE OF GOODS AND SERVICES

6. Buying Food Wisely
7. Buying Clothes Wisely
8. Buying a Car
9. Car Maintenance
10. Computing Sales Tax
11. Understanding Food Product Labels
12. Understanding Clothing Labels
13. Understanding Warranties

C. PURCHASING INSURANCE

14. Automobile Insurance
15. Homeowners and Rental Insurance
16. Life Insurance

D. UNDERSTANDING HOUSING NEEDS

17. Renting an Apartment
18. Buying a House
19. Understanding Utility Bills
20. Energy Conservation

TABLE VI, continued...

III. HEALTH AND SAFETY

A. PRACTICING GOOD HEALTH HABITS

1. What Is Good Health?
2. Recognizing the Signs of Illness
3. Proper Home Care of the Sick
4. Using a Thermometer
5. Proper Dental Care
6. Childhood Immunizations
7. Understanding Prescription Labels
8. Understanding Over-The-Counter Drugs

B. UNDERSTANDING DISEASES

9. Danger Signs of Cancer
10. Heart Disease
11. Diabetes
12. Effects of Smoking

C. PERFORMING FIRST AID AND SAFETY

13. Basic First Aid
14. Items for a First Aid Kit
15. Safety in the Home
16. Fire Prevention in the Home

D. AIDS AND PROTECTION FOR HEALTH CARE

17. Local Health Services
18. Health Insurance
19. Medical Assistance
20. The Hospital

TABLE VI, continued...

IV. GOVERNMENT AND LAW

A. OBTAINING KNOWLEDGE ABOUT LEGAL SERVICES AND DOCUMENTS

1. Obtaining Legal Services
2. Making a Will
3. Social Security Benefits
4. Obtaining Legal Documents for Births, Deaths, and Marriages

B. EXERCISING LEGAL RIGHTS AND RESPONSIBILITIES

5. Know Your Rights -- The Bill of Rights
6. Types of Crime
7. Knowing Your Rights if Arrested
8. Our Court System
9. Trial by Jury
10. How to File a Suit

C. UNDERSTANDING THE FUNCTIONING OF GOVERNMENT

11. Understanding Your Local Government
12. The Federal Government
13. Powers of the President
14. How a Bill becomes Law

D. MEETING TAX RESPONSIBILITIES

15. Filing a Federal Income Tax Return
16. Filing a State Income Tax Return
17. Understanding Local Taxes

E. BECOMING A CITIZEN

18. Filing for Citizenship
19. Preparing for the Citizenship Test
20. Your Right to Vote

TABLE VI, continued...

V. COMMUNITY RESOURCES

A. USING TRANSPORTATION

1. Obtaining a Driver's License
2. Traffic Rules and Regulations
3. Road Signs
4. Vehicle Inspection and Registration
5. Driving in Special Weather Conditions
6. Reading Road Maps
7. Travel Times
8. Time Zones
9. Using Public Bus Transportation

B. PRACTICING COMMUNICATION SKILLS

10. Using Your Telephone Directory
11. Making Telephone Calls
12. Ordering Tickets by Telephone or Mail
13. Contacting Emergency Services
14. Making Hotel Reservations

C. DEVELOPING AWARENESS OF COMMUNITY SERVICES

15. Educational Facilities
16. Using the Public Library
17. Using Services of the United States Post Office
18. Human Service Agencies
19. Day Care Centers
20. Leisure Time Activities and Recreational Facilities

Students who indicate that they are proficient in a specific topic or general areas should be encouraged to demonstrate their competence. They may do so through performance of the Demonstration of Competence or the Individual Life Skills Activites. They can then either be excused from class activities, or, more profitably can be used as resource experts in demonstrations, leading class discussion or tutoring slower students.

As far as possible, academic skills should be integrated into the structured life skills curriculum. It is a waste of teacher and student time to teach first academics and then life skills or vice versa. Major publishers are beginning to produce adult ESL texts that combine language skills with life competencies in CBAE fashion. A few examples are the Institute of Modern Languages' Speak English, Read English, and Write English Series, P.A.R. Incorporated's Library of Adult Basic Education Learning Activities Packets, and Pitman's ABLEST Series. These materials are already on the market and have been cited in ESL MADE EASY.

While it is possible to teach the complete ESL MADE EASY curriculum within a standard 200 hour ABE program, it is recognized that 95% proficiency in those competencies gained is preferable to a smattering of skills in all areas. It is therefore suggested that each student be given a life skills checklist so the student may work with the teacher to determine areas to be investigated, monitor progress in proficiency and check off achievements.

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OK - Occupational Knowledge
CE - Consumer Economics
HS - Health and Safety
GL - Government and Law
CR - Community Resources
G - General (used in more than one category)

IA 1
OCCUPATIONAL KNOWLEDGE — 3 Hours

ASSESSING EMPLOYMENT INTERESTS AND NEEDS

Teacher Preparation

a. Read "Janus Job Planner" (*0490K*), pages 8-12, 18-20, 24-25 and 75-88.

Basic Needs

a. Using conditional tense
b. Using a questionnaire
c. Reading for comprehension
d. Oral expression
e. Aural comprehension

Classroom Activities

a. Demonstration: Teacher will present structures with would and demonstrate use in conditional sentences. Take specific examples from pages 8-10 in "Janus Job Planner". Explain and have students repeat "I think so." "I don't think so." and "I'm not sure."
b. Individual Activity: Student will read pages 8-10 in "Janus Job Planner".
c. Paired Activity: Divide class into groups of two. One student will ask questions from Work Interest Inventory on pages 8-10 in "Janus Job Planner", using conditional structure "Would you enjoy...", "I think so", or "Yes". First student will keep score. Partners will trade roles and repeat procedure.
d. Individual Activities:
   1. Each student will tally final score for Work Interest Inventory as indicated on pages 11-12 in "Janus Job Planner".
   2. Student will complete Working Conditions Inventory on pages 24-25 in "Janus Job Planner"

IA 2
OCCUPATIONAL KNOWLEDGE — 1½ Hours

PROCURING VOCATIONAL COUNSELING AND TESTING

Teacher Preparation

a. Read "Where to Go, Who to See, What to Do", (*093G*), pages 46-69.
b. Secure brochures from local public and private employment agencies.
c. Secure telephone directories.
d. Prepare a dialogue in which a person asks about vocational counseling in an employment office.

Basic Needs

a. Reading for facts
b. Oral expression
c. Using a telephone directory

Classroom Activities

a. Group Activity: With assistance of teacher, students will read "Where to Go, Who to See, What to Do", pages 46-49.
b. Oral Expression Activity: Class will reread stories on page 46. Volunteers from class will retell stories in their own words and point out why each person needs vocational counseling.
c. Discussion: Teacher will distribute brochures from local employment services and agencies. Class will discuss which agencies and services offer counseling and testing. When are these services free and when must we pay for them? Teacher will distribute telephone directories and demonstrate how to locate employment services in Yellow Pages.
d. Group Activity: Students will read dialogue and repeat in unison after teacher.

Demonstration of Competence

Students will discuss past work experience with teacher and, based on experience and results of Work Interest and Working Conditions Inventories, will choose several possible jobs from Janus Job Guide, pages 75-88. Student will discuss job choices with teacher.

Individual Life Skill Activity

Employed student will be aware of his/her interests and needs when looking for a job in the future. Unemployed student will explore various job sources to locate a position within his/her particular interest area.

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e. Paired Activity: Divide class into groups of two. Students will practice dialogue.

Demonstration of Competence

Students will list 5 employment programs, services, or agencies where vocational counseling and testing are available and indicate which are free and which charge for services.

Individual Life Skill Activity

Using telephone directory, student will find addresses and telephone numbers of programs, services, or agencies where vocational counseling and testing are available.

IA 3
OCCUPATIONAL KNOWLEDGE — 3 Hours

FILLING OUT A JOB APPLICATION

Teacher Preparation

a. Review "Communication Skillbook 3, *(016G)* New Worlds in English", pages 53-55.
b. Secure sample job applications, short and long forms, from local employers.
c. Compile a list of vocabulary items from the job applications to be written on the chalkboard or given as a hand-out.
d. Secure a bathroom scale and a tape measure.

Basic Skills

a. Following directions
b. Reading a form
c. Completing a form
d. Understanding abbreviations on applications
e. Understanding employment vocabulary
f. Using weights and measures

Classroom Activities

a. Group Discussion:
   1. Students and teacher will go over the list of job application vocabulary. Teacher will explain in simple language any items students do not understand.
   2. Students and teacher will discuss the 10 questions in "Communications Skillbook 3", pages 53, 54, 55.
b. Presentation: Teacher will introduce the questions "How much do you weigh?" "I weigh _____ lbs.", "How tall are you?" "I am _____ feet, _____ inches tall."
c. Paired Activity: Students who do not know their height and weight in American measures will weigh themselves and have a classmate take their height. In groups of two, they will ask and answer questions about their height and weight. The teacher will check for proper pronunciation and expression.

IA 4
OCCUPATIONAL KNOWLEDGE — 3 Hours

UNDERSTANDING SOCIAL SECURITY AND APPLYING FOR A SOCIAL SECURITY CARD

Teacher Preparation

a. Read LABEL LAP GL 14/E2-23, "Social Security", *(0790K)* page 2, Social Security Checks.
b. Compile a list of vocabulary items from the above mentioned reading.
c. Develop a multiple choice listening comprehension exercise using vocabulary items from the reading, e.g.:

He is severely disabled.	Next week, he will retire.
a. He has a broken leg.	a. He will be 65 years old.
b. He has no legs.	b. He will get married.
c. He is in bed.	c. He will begin a new job.

d. Secure Social Security Card applications.

Basic Skills

a. Reading for facts
b. Filling out a form
c. Understanding Social Security vocabulary items
d. Listening comprehension in target language

Classroom Activities

a. Group Activities:
   1. Students and teacher will go over vocabulary items.
   2. Students, assisted by teacher, will read LABEL LAP "Social Security" page 2.
   3. Teacher will write vocabulary items on chalkboard and have students repeat.

d. Demonstration: Teacher will show the class how to fill out a job application, stressing neatness.
e. Practice Exercises: Students will complete sample job applications on pages 53-55 of "Communications Skillbook 3".

Demonstration of Competence

Teacher will distribute job applications from local employers and the students will fill them out. The teacher will check for accuracy and neatness.

Individual Life Skill Activity

If unemployed, students will obtain a job application from a local employer, correctly fill it out and return the form. Employed students will simulate the procedure.

b. Listening Comprehension Exercise: Teacher will read vocabulary items in context. Multiple choices may be written on chalkboard or given as a hand-out. Students will choose correct answer.
c. Demonstration: Teacher will distribute Social Security Card application forms and show students how to fill them out. Teacher will show students where to find the Social Security Administration telephone number and address in the telephone directory.

Demonstration of Competence

Students will correctly fill out Social Security Card application forms. Teacher will check for accuracy of information. Students will write a short paragraph explaining Social Security.

Individual Life Skill Activity

Student who does not have a Social Security number will locate the Social Security Administration office and apply for the card.

IA 5
OCCUPATIONAL KNOWLEDGE — 3 Hours

WRITING A LETTER OF APPLICATION

Teacher Preparation

a. Read "Occupational Essentials", (0640K), pages 103-116.
b. Prepare following handouts concerning letters of application:
   1. "Occupational Essentials", pages 103-104, written in simpler language.
   2. Two sample letters of application and addressed envelopes.
   3. Two or three sample sentences for each subdivision in body of letter.
   4. List of do's and don'ts, using pages 109, 110 and 113 as a guide.

Basic Skills

a. Reading for facts
b. Written expression
c. Using a business letter format
d. Addressing an envelope
e. Capitalization, punctuation and paragraphing

Classroom Activities

a. Reading Material: Teacher will distribute handout #1 to class for students to read.
b. Discussion: What is the purpose of a letter of application? When does a person usually need to write a letter of application? How can a letter of application harm or help your chances of getting a job?
c. Demonstration: Teacher will distribute sample letters of application and addressed envelopes and discuss format of each. Teacher will show class how to place block date or heading, inside address block, salutation, body of letter, complimentary closing and signature. Teacher will discuss information letter should contain, as well as

IA 6
OCCUPATIONAL KNOWLEDGE — 1½ Hours

USING THE SERVICES OF THE BUREAU OF EMPLOYMENT SECURITY

Teacher Preparation

a. Read "How to Get a Job and Keep It", (0350K), pages 13-14.
b. Secure resource expert from Bureau of Employment Security.

Basic Skills

a. Reading for facts
b. Listening comprehension
c. Using a telephone directory
d. Written expression

Classroom Activities

a. Group Activity: With assistance of teacher, students will read section about state employment service on pages 13-14 in "How to Get a Job and Keep It."
b. Group Discussion: Is there a charge when you use the state employment service? Who can use the state employment service? What kind of help can they give you?
c. Demonstration and Discussion: Presentation by resource expert from Bureau of Employment Security. Resource expert will discuss services provided by the State Employment Service, what to expect when visiting their office and what information to have available when using services. Students will be prepared to ask questions.
d. Demonstration: Teacher will distribute telephone directories and show students how to locate address and telephone number of State Employment Office.

capitalization, paragraphing, and punctuation.

d. Group Activities:
   1. Students, assisted by teacher, will read sample letters of application.
   2. Teacher will distribute sample sentences for each subdivision in body of letter and list of do's and don'ts. Class will read sample sentences and go over list of do's and don'ts.

e. Practice Exercise: Students will practice rewriting sample sentences, substituting personal information where indicated. Teacher will assist when necessary.

Demonstration of Competence

Students will choose a prospective employer and write a letter of application and address an envelope, using format discussed in lesson. Teacher will discuss and evaluate each letter with student.

Individual Life Skill Activity

Unemployed student will send letter of application to a prospective employer. An employed student will keep the letter of application and handouts for future reference.

Demonstration of Competence

Students will write a short paragraph on the services of the Bureau of Employment Security.

Individual Life Skill Activity

With knowledge acquired, employed student will be able to use the services of the Bureau of Employment Security in the future. Unemployed student will register with State Employment Service.

IA 7
OCCUPATIONAL KNOWLEDGE — 3 Hours

USING PRIVATE EMPLOYMENT AGENCIES

Teacher Preparation

a. Read "No Cold Water, Either", (062G), pages 70-71.
b. Read "Finding Work" (0230K), page 6.
c. Compile a vocabulary list.
d. Write a dialogue in which a person visits an employment agency and asks about jobs available and fees. The interviewer asks about skills, interests, and job experience.
e. Secure telephone directories.
f. Secure several help wanted ads from classified section of local newspaper.

Basic Skills

a. Reading for facts
b. Finding information in telephone directory
c. Oral expression
d. Aural comprehension

Classroom Activities

a. Group Activities:
   1. Students and teacher will review vocabulary.
   2. Students, assisted by teacher, will read "No Cold Water, Either", pages 70-71 and "Finding Work", page 6.
b. Discussion: What is an employment agency? How is a private employment agency different from a state employment service? Who pays the fee to an employment agency? Is it a good idea to know exactly what you must pay before signing a contract? Why? What does "fee paid" mean?

IB 8
OCCUPATIONAL KNOWLEDGE — 1½ Hours

COMPLETING THE W-4 EMPLOYEE'S WITHHOLDING EXEMPTION FORM

Teacher Preparation

a. Read "Solving Life Problems in Occupational Knowledge", (0820K), pages 142-146.
b. Compile vocabulary list. Use reading and W-4 form.
c. Prepare 10 content questions from reading.
d. Secure W-4 Employee's Withholding Allowance Certificates.

Basic Skills

a. Reading for facts
b. Written expression
c. Filling out a form
d. Understanding taxes

Classroom Activities

a. Group Activity: Students and teacher will review vocabulary.
b. Reading Material: Students will read "Solving Life Problems in Occupational Knowledge", pages 142-143.
c. Individual Activity: Student will answer 10 content questions about reading.
d. Discussion:
   a. Students and teacher will check questions and answers.
   b. Class will discuss purpose of W-4 form and withholding taxes. Class will discuss important vocabulary items from W-4 forms.
e. Demonstration: Teacher will distribute W-4 forms and demonstrate procedure for completing forms.

c. Demonstration and Discussion: Teacher will distribute telephone directories and demonstrate how to find employment agencies in Yellow Pages. Teacher will explain how some agencies specialize. Class will discuss vocabulary from ads and listings in Yellow Pages. Teacher will distribute help wanted ads and discuss how to determine which ads have been placed by agencies.
d. Group Activity: Students, assisted by teacher, will read dialogue. Students will repeat lines of dialogue in unison. Volunteers from class will role play dialogue.
e. Paired Activity: Divide class into groups of two. Students will practice dialogue, substituting personal data where possible. Teacher will assist as needed.

Demonstration of Competence

Student and teacher will participate in a simulated interview in which student contacts an employment agency to inquire into job openings and ask about fees.

Individual Life Skill Activity

With knowledge acquired, employed student will be able to use a private employment agency in case of future necessity. An unemployed student will register with a local employment agency, inquire about positions available and fees.

Demonstration of Competence

Students will correctly fill out W-4 Employee's Withholding Allowance Certificate. Teacher will check for accuracy.

Individual Life Skill Activity

An employed student will keep the W-4 form for future reference or, if he/she wishes to change withholding status, may take it to present employer. An unemployed student will keep the form to use for future employment.

IB 9
OCCUPATIONAL KNOWLEDGE — 3 Hours

COMPUTING YOUR WAGE INCOME

Teacher Preparation

a. Read "Reaching Math Competence" (069G), pages 167-175.
b. Compile a vocabulary list of wage and math items. Include prepositions in math vocabulary items - multiply by, divide into.

Basic Skills

a. Understanding wage and math vocabulary
b. Basic math
c. Oral expression
d. Listening comprehension
e. Reading for facts

Classroom Activities

a. Group Activities:
   1. Students and teacher will go over wage and math vocabulary items.
   2. Sentences for repetition: Multiply $5.20 by 40. Put the dollar sign and decimal point in the answer. Divide $9,360 by 12. Change $.15 to a decimal.
b. Demonstration: For each type of problem, teacher will read and demonstrate how to find solution. Simplify instructions where possible. Have students repeat instructions.
c. Practice Exercice: Do each section separately, reserving last 2 problems in each section. Have one student read problem and give instructions. A second student will work out problem on chalkboard. Teacher will assist when necessary.
d. Listening Comprehension Exercise: Teacher will dictate last two problems in each section. Students will open books and correct.

IB 10
OCCUPATIONAL KNOWLEDGE — 3 Hours

EMPLOYMENT FRINGE BENEFITS

Teacher Preparation

a. Read "Payroll Deductions and Company Benefits", The Work Series, pages 11-27. (0660K)
b. Compile a list of vocabulary items on fringe benefits to be written on the chalkboard or given as a hand-out.
c. Prepare 10 true-false statements concerning fringe benefits.

Basic Skills

a. Reading for information
b. Making comparisons
c. Obtaining information in target language
d. Understanding fringe benefit vocabulary
e. Oral expression in target language

Classroom Activities

a. Group Activities
   1. Students and teacher will go over vocabulary items.
   2. Students, assisted by teacher, will read and do exercise in "Payroll Deductions and Company Benefits", pages 11-25.
b. Individual Activities:
   1. Students will complete activities in "Payroll Deductions and Company Benefits", pages 26-27.
   2. Students will read and respond to true-false statements prepared by teacher.
c. Listening Comprehension Exercises:
   1. Teacher will dictate page 11 of "Payroll Deductions and Company Benefits".

Demonstration of Competence

Students will compute wage income problems as dictated by teacher.

Individual Life Skill Activity

Student will use wage income information to compute his/her current hourly, weekly and annual wages. An unemployed student will keep information for future employment.

Students will write what they hear.

2. Teacher will dictate true statements from previous activity.

d. Paired Activity: Divide the class in groups of two. Each group will prepare a dialogue to role play in one of the following situations:
-A recently employed husband explains his fringe benefit package to his wife. She asks questions.
-An employer explains his company's fringe benefits to a potential employee. The potential employee asks questions.
The teacher will circulate to assist with story line and sentence construction.

Demonstration of Competence

Students will perform a role play using prepared dialogues. Other class members will take notes and answer questions about fringe benefits described.

Individual Life Skill Activity

Student will talk to family and friends about fringe benefits they receive and be able to give an oral report. Source of information should be anonymous.

IB 11
OCCUPATIONAL KNOWLEDGE — 3 Hours

UNDERSTANDING PAYROLL DEDUCTIONS

Teacher Preparation

a. Read "Payroll Deductions and Company Benefits", The Work Series (*0660K*), pages 1-10.
b. Compile list of vocabulary items and explanations such as Federal Withholding Tax, Federal Insurance Contibutions Act (F.I.C.A.), etc.
c. Prepare list of 20 different dollar and cents quantities, 10 large and 10 small.
d. Compute net pay for a worker. On separate pieces of paper, write worker's name and one item necessary for computation of take home pay. e.g. John Smith, gross pay $300, John Smith, F.I.C.A. $15.00, etc. Prepare enough names and items for each student to receive one.

Basic Skills

a. Reading for facts
b. Understanding payroll deduction vocabulary
c. Basic math - subtraction
d. Aural comprehension in target language

Classroom Activities

a. Group Activities
   1. Students and teacher will go over payroll deduction vocabulary.
   2. Students and teacher will read and do exercises in "Payroll Deductions and Company Benefits", The Work Series, pages 1-10.

IC 12
OCCUPATIONAL KNOWLEDGE — 3 Hours

ARRANGING AN INTERVIEW BY TELEPHONE

Teacher Preparation

a. Read "Job Interviews", (*0510K*), pages 5-9.
b. Read "Me And Jobs", (*0580K*), pages 36-38.
c. Read "How To Get A Job and Keep It", (*0350K*), page 20. Use format on page 20 to write 2 sample dialogues arranging a job interview by telephone.
d. Secure tape recorder with microphone.
e. Secure teletrainers.

Basic Skills

a. Reading for facts
b. Oral expression
c. Listening comprehension
d. Using good telephone manners

Classroom Activities

a. Group Activities:
   1. Students, assisted by teacher, will read and do exercises in "Job Interviews", pages 5-9.
   2. Students and teacher will read page 20, "How To Get A Job and Keep It."
b. Demonstration: Using dialogue and form on page 36 and 38 in "Me and Jobs", teacher will demonstrate writing down important information when arranging an interview by telephone. Teacher will explain importance of having a pencil, paper and a calendar on hand.
c. Discussion: Class will discuss good telephone manners and importance of speaking clearly.

3. Students will listen to teacher read payroll deduction items and explanations, following along on hand-out or chalkboard. Teacher will ask "What is a deduction?", "What is the Federal Withholding Tax?", etc. Students will read explanations, using "Read and Look Up" techniques.

b. Listening Comprehension Exercises:
   1. Write payroll deduction vocabulary items on the chalkboard without explanations. Dictate explanations. Students will write what they hear and choose matching item from the chalkboard.
   2. Teacher will dictate 20 dollar and cents quantities in groups of two, each including one large and one small quantity.

c. Individual Activity: Students will subtract the smaller quantity from the larger quantity. Teacher will circulate to assist when necessary.

Demonstration of Competence

Put pieces of paper in a box. Each student will draw. Students with matching names will group and put together information to arrive at net pay. Each student will report quantity and nature of information on his/her piece of paper.

Individual Life Skill Activity

Student will monitor personal earning statements to ensure calculations are correct.

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d. Practice Exercises:
   1. Hand out dialogues. Have students repeat lines of dialogue in unison.
   2. Divide class into groups of two. Students will practice dialogues. Teacher will circulate to check on pronunciation and accuracy of expression.
   3. Each student will role play a telephone conversation to arrange a job interview. The teacher will take part of person setting up interview. Class will write down information given such as, time, place, date, name of interviewer, etc. These conversations will be recorded and played back. Students will varify information or listen for items missed. Teacher will comment on pronunciation, clarity of speech, grammatical errors, etc.

Demonstration of Competence

Using teletrainers, students will call and arrange a job interview. Students will have a pencil, paper and calendar on hand to write down pertinent information. Teacher will check for effective communication of information and clarity of speech.

Individual Life Skill Activity

Student and teacher will listen to tape of telephone conversation and discuss good and bad points with teacher.

IC 13
OCCUPATIONAL KNOWLEDGE — 1½ Hours

INFORMATION TO TAKE TO A JOB INTERVIEW

Teacher Preparation

a. Read "Job Interviews", (0510K), Lesson 2.
b. Read "Occupational Essentials", (0640K), page 125.

Basic Skills

a. Reading for facts
b. Filling in a form
c. Oral expression
d. Listening comprehension
e. Writing from dictation

Classroom Activities

a. Group Activity: With assistance of teacher, students will read and complete exercises in Lesson 2, "Job Interviews".
b. Discussion: What are two kinds of information we should have before going to a job interview? Is it a good idea to know something about the employer before your interview? Why? What personal information is necessary? What documents should you take with you?
c. Listening comprehension Exercise: Teacher will select two or three paragrahs from Lesson 2 in "Job Interviews" and read to class. Students will write from dictation.

IC 14
OCCUPATIONAL KNOWLEDGE — 3 Hours

QUESTIONS YOU MAY BE ASKED IN A JOB INTERVEW

Teacher Preparation

a. Read "Job Interviews", (0510K), pages 29-33, 42, 44-46.
b. Compile a vocabulary list from reading.
c. Read "No Cold Water, Either" (062G), page 63.
d. Secure tape recorder.

Basic Skills

a. Reading for facts
b. Written expression
c. Oral expression
d. Listening comprehension

Classroom Activities

a. Group Activities:
   1. Students and teacher will go over vocabulary items.
   2. Students, assisted by teacher, will read and do exercises in "Job Interviews", pages 29-33.
   3. Students, assisted by teacher, will read "Job Interviews", pages 42, 44-46 and "No Cold Water, Either", page 63.
b. Individual Activity: Students will write answers to possible interview questions in "Job Interviews" page 45-46 and "No Cold Water, Either", page 63. Teacher will assist when necessary and check on proper grammar and written expression.
c. Paired Activity: Divide class into groups of two. Students will practice asking each other possible interview questions. Students will tape selected questions and answers to play back and evaluate.
d. Listening Comprehension Exercise: Teacher will dictate selected questions from activities above.

Demonstration of Competence

Student will make a copy of Employer Information - Form 2, page 11 in "Job Interviews" and fill in by asking a family member or friend about his/her employer. Student will copy and fill in Personal Information - Form 3 on page 13.

Individual Life Skill Activity

Student will bring Employer Information Form to class and discuss with teacher. Student will make extra copies of both forms to use in preparing for future job interviews.

Demonstration of Competence

Students will respond to several possible interview questions. Teacher will listen for effective communication of information.

Individual Life Skill Activity

Student will tape possible interview questions and answers. Employed student will keep for future reference. Unemployed student will listen to tape before going to a job interview.

IC 15
OCCUPATIONAL KNOWLEDGE 1½ Hours

QUESTIONS YOU MAY WANT TO ASK IN A JOB INTERVIEW

Teacher Preparation

a. Read "Job Interviews", (*0510K*), pages 48-52.
b. Develop a list of questions contrasting polite and impolite ways of obtaining information. e.g.
-Does this job pay much?
-Could you tell me the salary for this job?

Basic Skills

a. Reading for comprehension
b. Using interrogative structures
c. Oral expression
d. Aural comprehension
e. Filling in form
f. Using polite forms

Classroom Activities

a. Group Activity: Students, assisted by teacher, will read and complete exercises in "Job Interviews", pages 48-52.
b. Demonstration: Teacher will distribute list of contrasting questions and show how different wording can change tone of questions or statements. Teacher will demonstrate polite speech and discuss structures such as would you, could you, I would like. Teacher will discuss importance of proper intonation. Review interrogative structures with do, does and will.
c. Individual Activity: Using list of information, a job applicant may want to ask from "Job Interviews", page 50, student will choose what he/she considers important and write questions to ask a potential interviewer. Teacher will check for proper structure.

IC 16
OCCUPATIONAL KNOWLEDGE 3 Hours

DEALING WITH DISCRIMINATORY QUESTIONS IN A JOB INTERVIEW

Teacher Preparation

a. Read "No Cold Water, Either ", (*062G*), pages 94-95.
b. Read "Job Interviews", (*0510K*), Lesson 8.
c. Compile a vocabulary list.
d. Secure a tape recorder.

Basic Skills

a. Reading for facts
b. Written expression
c. Oral expression
d. Aural comprehension
e. Understanding anti-discrimination laws in relation to employment

Classroom Activities

a. Group Activities:
1. Students and teacher will review vocabulary.
2. Students, assisted by teacher, will read "No Cold Water, Either", pages 94-95.
3. Students, assisted by teacher, will read and complete exercises in "Job Interviews", Lesson 8.
b. Discussion: What is job discrimination? Is job discrimination against the law? Is it a good idea to answer all of the interviewer's questions? Why? How can a job applicant avoid discrimination in an interview?
c. Group Project: Divide class into small groups. Using questions in "Job Interviews", page 42, groups will prepare answers to discriminatory questions that interviewers may ask. Answers should stress applicant's qualifications and de-emphasize information that

Demonstration of Competence

Students will role play part of a job interview with teacher acting as interviewer and answering questions. Student will take brief notes about information obtained.

Individual Life Skill Activity

Student will make copy of Form 5 on page 50 in "Job Interviews" and fill in information obtained from simulated interview. Student will make extra copies of Form 5 to use in future interviews.

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may be used to discriminate. Teacher will assist as needed and check on proper grammar and written expression.

d. Paired Activity: In groups of two, students will practice asking and answering possible interview questions. These will be taped to play back and evaluate.

Demonstration of Competence

Students will respond to several possible interview questions. Teacher will listen for effective communication of information.

Individual Life Skill Activity

Student will tape possible interview questions and answers. Employed student will keep for future reference. Unemployed student will listen to tape before going to a job interview.

IC 17
OCCUPATIONAL KNOWLEDGE — 1½ Hours

PREPARING FOR A JOB INTERVIEW

Teacher Preparation

a. Read "How To Prepare Yourself For Job Interviews", (0400K).
b. Read "Job Interviews", (0510K), pages 55-59.
c. Compile vocabulary list.

Basic Skills

a. Reading for facts
b. Oral expression
c. Aural comprehension
d. Writing from dictation
e. Reading for comprehension

Classroom Activities

a. Group Activities:
   1. Students and teacher will review vocabulary,
   2. Students, assisted by teacher, will read "How to Prepare Yourself For Job Interviews".
b. Group Discussion: How should we dress to go to a job interview? Is it a good idea to take someone with you? Why is it important to arrive on time? What is a personal fact sheet? How can it help you during a job interview?
c. Group Project: Divide class into small groups. Groups will compile a list of do's and dont's to follow during a job interview.
d. Group Activities:
   1. Class will complete Activity 1 on page 55 in "Job Interviews".
   2. With assistance of teacher, students will read page 56 in "Job Interviews".
   3. Teacher will reread story on page 56. Students will write from dictation.

IC 18
OCCUPATIONAL KNOWLEDGE — .3 Hours

A SIMULATED INTERVIEW

Teacher Preparation

a. Secure "Janus Job Interview Kit" (0500K).
b. Making several copies of Interview Rating Form, Interview Progress Record, and Application For Employment provided in kit.
c. Secure a video tape recorder.

Basic Skills

a. Reading for comprehension
b. Oral expression
c. Aural comprehension
d. Filling out a form
e. Analyzing a visual

Classroom Activities

a. Demonstration: Student will choose an Interview Card and corresponding Job Ticket from "Janus Job Interview Kit". Teacher will demonstrate use of interviewer's questions from Interview Card and discuss how to prepare answers according to information provided on Job Ticket.
b. Paired Activity: Divide class into groups of two. Students will read Interview Card and Job Ticket and prepare to role play an interview by answering interviewer's questions and discussing necessary documents and information needed to complete interview. Students will practice questions and answers and trade parts until each feels comfortable with both parts.
c. Group Activity: Students will role play interview. Class will fill out Interview Rating Form and discuss positive and negative aspects of interview.

Demonstration of Competence

Students will complete Activities 2, 3, & 4 on pages 57-59 in "Job Interviews", deciding on proper appearance and behavior during a job interview.

Individual Life Skill Activity

Student will keep list of do's and don'ts prepared during class to review before going to job interviews in the future.

Demonstration of Competence

Teacher will conduct a simulated interview with student which will be videotaped. Student is to dress and act as in an authentic interview.

Individual Life Skill Activity

After viewing video tape of interview, student will fill out Interview Rating Form and Interview Progress Record and discuss results with teacher.

ID 19
OCCUPATIONAL KNOWLEDGE — 1½ Hours

MINIMUM WAGE LAWS

Teacher Preparation

a. Read "Where to Go, Who to See, What to Do", (093G), page 58.
b. Read "Highlights of the Labor Laws of Pennsylvania" (0340K).
c. Compile vocabulary list.
d. Develop a 10 question true-false test.

Basic Skills

a. Reading for facts
b. Oral expression
c. Aural comprehension
d. Understanding minimum wage laws
e. Writing from dictation

Classroom Activities

a. Group Activities:
   1. Students and teacher will review vocabulary.
   2. Students, assisted by teacher, will read "Where to Go, Who to See, What to Do", page 58.
b. Discussion: How many hours is a normal work week? Why does minimum wage change? What is overtime? How much does an employer have to pay for overtime? Can an employer pay more than minimum wage? Where can we go to get more information about minimum wage laws? Who makes labor laws?
c. Group Activity: Students, assisted by teacher, will read "Highlights of the Labor Laws of Pennsylvania".
d. Discussion: How much is minimum wage? Who can be paid less? Does an employer have to tell you when and where you will receive your paycheck? Where do you go to file a complaint?

ID 20
OCCUPATIONAL KNOWLEDGE — 3 Hours

JOB DISCRIMINATION AND UNFAIR PRACTICES

Teacher Preparation

a. Read "Where to Go, Who to See, What to Do", (093G), pages 56-58.
b. Read "Job Interviews", (0510K), pages 53-54.
c. Compile vocabulary list.
d. Secure telephone directories.
e. Develop a 2 part questionnaire "Was this job discrimination?" and "Was this an unfair practice?". Write 5 situtations for each. Some should involve job discrimination and unfair practices and some should not. Leave a space to mark yes or no after each.

Basic Skills

a. Reading for facts
b. Oral expression
c. Aural comprehension
d. Writing from dictation

Classroom Activities

a. Group Activities:
   1. Students and teacher will review vocabulary.
   2. Students, assisted by teacher, will read "Where to Go, Who to See, What to Do", pages 56-58.
b. Discussion: Class will discuss provisions of Federal Civil Rights Act and what constitutes discrimination in employment. Class will outline unfair practices prohibited by Federal Civil Rights Act.

e. Listening Comprehension Activity: Teacher will choose one or two paragraphs from "Where to Go, Who to See, What to Do", page 58 and read to class. Students will write from dictation.

Demonstration of Competence

Students will correctly complete true-false examination prepared by teacher.

Individual Life Skill Activity

With knowledge acquired, student will be aware of existence and conditions of minimum wage laws in this country and thus be protected from possible unfair practices in employment.

c. Group Activity: Distribute telephone directories. Class will read list of people and places that can help when job discrimination is in evidence in "Job Interviews", pages 53-54. Following instructions provided on use of telephone directory, students will find and record names and numbers of people and organizations listed.
d. Aural Comprehension Exercise: Teacher will read list of discriminatory and unfair practices from page 56 in "Where To Go, Who To See, What To Do". Students will write from dictation.

Demonstration of Competence

Students will correctly complete questionnaire prepared by teacher.

Individual Life Skill Activity

Student will rewrite corrected copy of discriminatory and unfair practices from dictation and on same paper will copy names and numbers of people and organizations that can help when job discrimination is in evidence. Student will keep information for future reference.

IIA 1
CONSUMER ECONOMICS

3 Hours

MAKING A BUDGET

Teacher Preparation

a. Read "How to Budget Your Money", (037CE), "The Money Series.
b. Read "Life Skills Math", (055CE), pages 106-107.
c. Prepare budget sheets to record weekly and monthly expenses.

Basic Skills

a. Reading for facts
b. Basic math - subtraction, averages
c. Making comparisons
d. Oral Expression
e. Listening comprehension

Classroom Activities

a. Group Activity: Students, assisted by teacher, will read "How to Budget Your Money", pages 1-7.
b. Individual Activity: Student will rewrite stories in "How to Budget Your Money" in past tense.
c. Group Activity: Students, assisted by teacher, will read pages 8-13.
d. Listening Comprehension Exercises: Students will close books and listen as teacher reads pages 8-13. Give a dictation. Instruct students to subtract quantities from total as character spends. Allow time for computations during dictation. Students will correct their own papers. Check on accuracy of calculations.
e. Group Activity: Students, assisted by teacher, will read and do exercises, pages 15-17.
f. Oral Expression Exercise: Guided by teacher, students will read and paraphrase stories, pages 28-39. Do one story at a time. Students may consult book for story line

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IIA 2
CONSUMER ECONOMICS

1½ Hours

SAVINGS ACCOUNTS

Teacher Preparation

a. Read "Banking", The Money Series, (006CE), pages 17-20.
b. Secure sample deposit slips, withdrawal slips, and savings passbooks from local banks.
c. Compile vocabulary list pertinent to savings accounts.
d. Secure play money.

Basic Skills

a. Understanding banking vocabulary
b. Basic math - addition and subtraction
c. Filling out a form
d. Communicating in target language

Classroom Activities

a. Group Activities
   1. Teacher and students will go over vocabulary items.
   2. Using realia from local banks, teacher will hold up each item and have students repeat 3 times, "What's this?". "It's a deposit slip." "It's a withdrawal slip.", etc. Teacher will ask "What's this?". Students will answer in chorus and individually until each student can identify every item.
   3. Students, assisted by teacher, will read and do exercises in "Banking", The Money Series, pages 17-20.
b. Demonstration: Teacher will distribute sample deposit and withdrawal slips and assist students in filling them out. Teacher will show students how to record deposits, withdrawals and interest in passbooks.

but may not read while speaking.

g. Demonstration: Students and teacher will go over "Life Skills Math", pages 106-107. Teacher will demonstrate how to lower monthly expenditures and how to figure monthly averages.

Demonstration of Competence

Each student will receive two blank budget sheets. One sheet will be labeled "Last Month" and a second "New Monthly Budget". Students will decide where cuts can be made and figure monthly savings.

Individual Life Skill Activity

Student will keep a record of expenditures and compare it with projected budget expenses.

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c. Drill; Teacher will present structure "I would like to..." and conduct substitution drill. "I would like to open a savings account/deposit $____ in my savings account/ withdrawal $____ from my savings account/close my savings account."

Demonstration of Competence

Divide class into groups of two. Give each student one deposit slip and one withdrawal slip. Teacher will instruct student to make a deposit or withdrawal for a specific amount. Student will select the proper slip, fill it out, and role play a scene with a bank teller. The bank teller will check the slip for accuracy. Students will exchange play money according to operation performed. Following the role play, student will write quantity and either deposit or withdrawal after it on the chalkboard.

Individual Life Skill Activity

With knowledge acquired, student will be able to open a savings account. Student having savings account will be able to compare advantages and disadvantages of savings accounts of different banks.

IIA 3
CONSUMER ECONOMICS

3 Hours

CHECKING ACCOUNTS

Teacher Preparation

a. Read "Banking" The Money Series, pages 1-16. (*006CE*).
b. Secure sample checkbooks, blank checks, check stubs, deposit slips, and bank statements.
c. A person goes shopping at four different places and pays for the purchases with four checks. Include his checking account balance before leaving home, the names of the places where he shops and the date. Fill out enough bank statements for the four checks for each student to receive one.
d. Secure literature from local banks about NOW Accounts.

Basic Skills

a. Identifying bank forms
b. Filling out bank forms
c. Making computations
d. Expressing ideas in target language

Classroom Activities

a. Group Activities:
   1. Using the checking account realia, teacher will pick up each item and have the class repeat 3 times in unison "What's this?" "It's a checkbook," "What's this?" "It's a check", etc. Teacher will then ask "What's this?" and the class will respond, in chorus, "It's a check." "It's a checkbook" etc, and then individually until each student can identify each item.

IIA 4
CONSUMER ECONOMICS

3 Hours

TAKING OUT A LOAN

Teacher Preparation

a. Read "How to Borrow Money", The Money Series, (*036CE*), pages 1-20.
b. Secure loan applications from local banks.
c. Compile a list of vocabulary items from reading and loan applications.

Basic Skills

a. Reading for information
b. Filling out a form
c. Understanding loan requirements
d. Oral expression in target language

Classroom Activities

a. Group Activities:
   1. Students and teacher will go over vocabulary items.
   2. Students, assisted by teacher, will read and do exercises in "How to Borrow Money", pages 1-20.
   3. Using pictures in "How to Borrow Money" as cues, students will recount story they have read in their own words.
   4. Students and teacher will go over loan application vocabulary items.
b. Demonstration: Teacher will distribute loan application forms and demonstrate how to properly fill out.
c. Paired Activity: Divide class into groups of two. Students will prepare to role play one of the following situations:
   -A man/woman goes into a bank to ask information about a car loan.
   -A son/daughter cannot get a loan and asks his/her father to co-sign a loan.

2. Group Activity: With the assistance of the teacher, the students will read The Money Series "Banking" pages 1-16.

b. Individual Activity: Students will complete the exercises on pages 5, 6, 8, 10-11, and 15 of The Money Series "Banking".
c. Group Discussion: Teacher will distribute literature from local banks about NOW Accounts. The class will talk about minimum balance, interest on checking, service charges, etc.
d. Drill: The teacher will introduce the structure "I would like to..." and deposit this check/pay by check/cash this check, etc.
e. Paired Activity: Divide the class in groups of two. Assign each group one of the sentences from the substitution drill. Instruct the students to write a short dialogue around each situation. The teacher will help the students with possible replies.

Demonstration of Competence

a. Students will use dialogues to role play two situations that involve using and opening a checking account.
b. Each student will be given 4 blank checks and check stubs. Using the story prepared by the teacher, the student will write the checks and balance the checkbook. The student will check the balance with the bank statement.

Individual Life Skill Activity

The student who has a checking account will check a current monthly bank statement. The student who does not have a checking account will compare accounts offered by different banks and be able to open an account.

-A bank employee asks a customer information to fill out a loan application.
The teacher will circulate to assist where necessary.

Demonstration of Competence

a. Students will role play one of the situations above.
b. Students will correctly fill out a sample loan application form.

Individual Life Skill Activity

Students will make a list of qualifications and information required by bank managers when considering a loan and compare with their own personal data.

IIA 5
CONSUMER ECONOMICS — 1½ Hours

ESTABLISHING CREDIT RATING

Teacher Preparation

a. Read "How to Borrow Money", (036CE), pages 21-27.
b. Read "Family Money Management", (021CE), page 58.
c. Compile a vocabulary list.

Basic Skills

a. Reading for facts
b. Understanding credit vocabulary
c. Understanding credit ratings
d. Oral expression

Classroom Activities

a. Group Activities:
   1. Students and teacher will review vocabulary.
   2. Students, assisted by teacher, will read "How to Borrow Money", pages 21-25 and "Family Money Management", page 58.
b. Discussion: Teacher will lead a discussion on credit record and rating, using specific examples from reading. Why is John Smith a good credit risk? Why is Joe Brown a bad credit risk? What is a credit bureau? How can using a credit card help or harm your credit rating?
c. Group Project: Divide class into small groups. Students will role play characters in "How to Borrow Money", pages 21-25.

IIB 6
CONSUMER ECONOMICS — 3 Hours

BUYING FOOD WISELY

Teacher Preparation

a. Read "English For Adult Living" (020CE), Lesson 2.
b. Read LABEL LAP, "Comparative Shopping", (017CE), pages 4 and 9.
c. Collect several food market ads and coupons from a local newspaper.
d. Gather various grocery props to set up a grocery store in the classroom.

Basic Skills

a. Reading for facts
b. Oral expression
c. Comparative shopping
d. Basic math - addition, subtraction

Classroom Activities

a. Group Activities:
   1. Assisted by teacher, students will complete Activities I, II, and III in "English For Adult Living", pages 17 and 18.
   2. Students and teacher will read "Comparative Shopping", pages 4 and 9.
b. Discussion: Class will discuss unit pricing, dating of dairy products, different types of food stores, such as supermarkets, corner stores, convenience stores, farmers market. Teacher will distribute food market ads. Class will discuss food coupons, comparative shopping and convenience foods.
c. Paired Activity: Using grocery ads, students will ask and answer questions from Activity IV in "English For Adult Living", page 19. Teacher will circulate to check for accuracy of expression.
d. Individual Activity: Student will write a shopping list of food items he/she needs to buy.

Demonstration of Competence

Students will do activities on pages 26-27 in "How to Borrow Money." They will decide which man is a good credit risk, which is a bad credit risk and why.

Individual Life Skill Activity

With knowledge acquired, student will be able to fill requirements for establishing a good credit rating.

e. Field Trip: Class will visit 2 different types of food markets and, using shopping list, will locate and record prices.

Demonstration of Competence

Students will compare prices recorded from field trip and subtract discounts allowed by any coupons. Students will discuss conclusions with teacher and decide which store is cheaper.

Individual Life Skill Activity

Student will do comparative shopping when purchasing food items, watch newspapers for sales and cut coupons from grocery ads to use when food shopping in the future.

IIB 7
CONSUMER ECONOMICS

3 Hours

BUYING CLOTHES WISELY

Teacher Preparation

a. Read "How to Buy Clothes", The Money Series (*038CE*), pages 1-32.
b. Compile a vocabulary list.
c. Read "Let's Talk" (*054G*), pages 80-85.

Basic Skills

a. Comparative shopping
b. Listening for pronunciation
c. Oral expression in target language

Classroom Activities

a. Group Activities:
   1. Students and teacher review vocabulary.
   2. Students, assisted by teacher, will read and do exercises in "How to Buy Clothes", pages 1-32.
   3. Teacher will read dialogues in "Let's Talk", pages 80-85. Students will listen for pronunciation and repeat.
b. Paired Activities:
   1. In groups of two, students will practice selected dialogues from "Let's Talk", pages 80-85, substituting articles of clothing they need for those given. The teacher will check for pronunciation and clarity of speech.
   2. Students will role-play situations concerning clothes buying, including specific information such as price, style and color.

IIB 8
CONSUMER ECONOMICS

3 Hours

BUYING A CAR

Teacher Preparation

a. Read "Buying A Car, Decisions, Decisions", Project Drive (*009CE*).
b. Compile a list of vocabulary from the legend of a map.
c. Secure road maps.

Basic Skills

a. Reading for facts
b. Computing percentage
c. Making comparisons
d. Expressing ideas in target language

Classroom Activities

a. Group Activity: Assisted by teacher, students will read and do exercises in "Buying A Car, Decisions, Decisions" Project Drive, pages 1-20.
b. Individual Activity: Teacher will distribute newspapers. Students will locate car sales section of classified ads. Each student will select an ad and give a short oral report describing the car. Students may refer to abbreviation key on page 13 of "Buying A Car."
c. Paired Activity: Divide class in groups of two. Using cars selected from classified ads, students will role play a dialogue in one of the following situations:
   1. Private owner/prospective buyer - first a telephone conversation seeking information about the car, then a visit to see the car.
   2. Car dealer/prospective buyer - a conversation between a car salesman and a potential buyer.
   3. Husband/wife - a married couple disagree about choice of car and take opposing sides, discussing pros and cons of a particular car.

Demonstration of Competence

Class will visit a large department store, a discount and/or used clothing store to compare prices and merchandise. Students desiring to make purchases will do so. Students who do not wish to purchase anything will find the best buy on clothing they need. Students will speak with sales personnel when necessary.

Individual Life Skill Activity

Student will give an oral report on field trip to stores.

Demonstration of Competence

Individually or in groups of two, students will visit a used car lot or a private owner and fill in check list on page 21 of "Buying a Car". Students will prepare a report on the condition of the car, costs including interest, possible trade-in, etc.

Individual Life Skill Activity

Student will look at a second car. Considering type, condition and cost of the cars, student will decide which is best suited to his/her individual needs.

IIB 9
CONSUMER ECONOMICS — 3 Hours

CAR MAINTENANCE

Teacher Preparation

a. Read "Maintenance" Project Drive, (057G).
b. Read "Owning an Auto" Be Informed Series, (065CE), pages 9-12. Prepare a condensed version in simple language.
c. Secure several car owner's manuals.
d. Secure clean cloths and a tire pressure gauge.

Basic Skills

a. Reading for information
b. Understanding car maintenance vocabulary
c. Performing routine car maintenance procedures
d. Using future and past tenses

Classroom Activities

a. Group Activities:
   1. Assisted by teacher, students will read and do exercises in "Maintenance", Project Drive.
   2. Assisted by teacher, students will read handout prepared by teacher.
b. Discussion: Class will discuss 10 questions on page 13 of "Owning an Auto".
c. Group Project: Divide class into small groups. Students will complete Definitions page 13-14 and Car Talk page 15 of "Owning an Auto".
d. Demonstrations:
   1. Teacher will distribute owner's manuals and demonstrate how to find information on car maintenance.
   2. Class will go to location of an automobile. Teacher will demonstrate maintenance procedures as enumerated on check list in "Maintenance", Project Drive, page 25.

IIB 10
CONSUMER ECONOMICS — 3 Hours

COMPUTING SALES TAX

Teacher Preparation

a. Read "Reading Competence", (072G), pages 120-121.
b. Read "General Information-Sales, Use, and Hotel Occupany Tax" (076CE). Compile an abbreviated list of taxable and non-taxable items.
c. Secure copies of local newspaper.

Basic Skills

a. Reading for facts
b. Using a chart
c. Basic math - percents - addition
d. Oral expression
e. Aural comprehension

Classroom Activities

a. Group Activity: Students, assisted by teacher, will read passage on sales tax in "Reading Competence", page 120.
b. Listening Comprehension Exercise: Teacher will refer students to Pennsylvania Sales Tax Chart on page 120 in "Reading Competence" and quote 10 quantities between one and ten dollars. Students will use chart to find amount of sales tax.
c. Demonstration: Teacher will demonstrate how to compute sales tax and round off to nearest hundredth.
d. Individual Activity: Students will complete exercises at bottom of page 120 and top of page 122 in "Reading Competence".
e. Discussion: Teacher will distribute list of taxable and non-taxable items. Class will discuss how to determine which items are taxed in Pennsylvania. How does the state use our tax money? Is sales tax the same in every state?

e. Practice Exercise: Students will practice procedures. Teacher will ask: "What are you going to do?" (I'm going to check the tire pressure). On completion, teacher will ask "What did you do?" (I checked the tire pressure).

Demonstration of Competence

1. Students will perform various maintenance procedures as assigned.
2. Students will complete post-test on pages 29-31, "Maintenance", Project Drive.

Individual Life Skill Activity

Student who owns an automobile will consult and follow maintenance schedule provided on pages 15-16, "Maintenance", Project Drive. Student who does not own an automobile will keep the schedule for future use in case he/she purchases a car.

Demonstration of Competence

Students will use local newspaper ads to find 5 taxable items, compute sales tax and total cost of each.

Individual Life Skill Activity

With knowledge acquired, student will be able to determine which items are taxable in Pennsylvania and compute sales tax and total cost when making purchases in future.

IIB 11
CONSUMER ECONOMICS 3 Hours

UNDERSTANDING FOOD PRODUCT LABELS

Teacher Preparation

a. Read "Buying Guides" (*012CE*), pages 31-33.
b. Collect a variety of food products - cans, boxes, frozen foods. Include 2 different brands of each type of product. Price markings should be visible.
c. Compile a vocabulary list from reading and food product labels.
d. Secure props necessary for different cooking instructions, such as a pan, measuring spoons, and cups, salt, etc.

Basic Skills

a. Understanding product labels
b. Comparative shopping
c. Following instructions
d. Using comparative structures
e. Oral expression in target language
f. Listening comprehension in target language

Classroom Activities

a. Group Activities:
   1. Students and teacher will review vocabulary.
   2. Students, assisted by teacher, will read "Buying Guides", pages 31-33.
b. Demonstration: Teacher will distribute food products to class and show students how to locate information on product labels.
c. Presentation: Teacher will present comparative structure "more_than" to class.
d. Drill: Using ingredients on product labels, teacher will conduct a substitution drill using "more_than". Begin with ingredient that makes up highest percentage of content.
   e.g. There is more beef broth than beef in this can.
   There are more potatoes than carrots in this can.

IIB 12
CONSUMER ECONOMICS 3 Hours

UNDERSTANDING CLOTHING LABELS

Teacher Preparation

a. Read LABEL LAP CE/22/E2-12, "Keeping Clothes Clean", (*052CE*).
b. Read "How to Buy Clothes", (*038CE*), pages 36-41 and page 44.
c. Read "Buying Guides", (*012CE*), page 60, Clothing Labels to Know. Rewrite explanations of label terms in simpler language.
d. Secure several articles of clothing made from a variety of materials. Make sure labels are in tact. Find samples of above-mentioned label terms.

Basic Skills

a. Understanding product labels
b. Oral expression in target language
c. Listening comprehension in target language
d. Using washing machines and dryers
e. Following instructions

Classroom Activities

a. Group Activities:
   1. Students, assisted by teacher, will read and do exercises in "Keeping Clothes Clean."
   2. Students, assisted by teacher, will read "How to Buy Clothes", pages 36-41.
   3. Students, assisted by teacher, will complete exercise on page 44, "How to Buy Clothes."
   4. Students and teacher will review clothing label terms from "Buying Guides."
b. Discussion: Distribute articles of clothing. Class will read labels and discuss information and washing instructions.

e. Group Activities:
   1. Students and teacher will go over cooking instruction vocabulary.
   2. Students and teacher will read cooking instructions on various product labels and discuss preparation of product.

Demonstration of Competence

1. Student will receive 2 different brands of a similar product. He/She will give an oral report to class on label information. Included will be weight, price, content, etc. Class will decide which product is the best buy.
2. Student will read cooking instructions from a product label to class. Using props, he/she will demonstrate cooking procedure to class. Student will report orally on what he/she is doing.

Individual Life Skill Activity

Student will check product labels in his/her home and be able to prepare product correctly. Student will compare product labels when shopping for food and be able to determine the best buy.

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c. Listening Comprehension Exercise: Teacher will read clothing label terms and explanations. Students will listen and repeat. Teacher will write items on chalkboard and dictate explanations. Students will choose matching item from chalkboard.
d. Field Trip: Class will visit a laundromat and learn how to use machines.

Demonstration of Competence

Each student will receive an article of clothing. He/she will give an oral report on information found on the label and on how to launder.

Individual Life Skill Activity

Student will examine labels on his/her clothing and be able to launder correctly.

IIB 13
CONSUMER ECONOMICS — 3 Hours

UNDERSTANDING WARRANTIES

Teacher Preparation

a. Read "Buying Guides", (012CE), page 110.
b. Read "Life Skills Reading" (056CE), pages 74-75.
c. Prepare 2 dialogues - one in which a person returns a broken appliance to a dealer, and a second in which a person telephones for a repairman.
d. Collect warranties from several small appliances.

Basic Skills

a. Reading for facts
b. Filling out a form
c. Oral expression
d. Understanding warranties

Classroom Activities

a. Group Activity: Assisted by teacher, class will read "Buying Guides", page 110 and "Life Skills Reading", page 74.
b. Discussion: Class will discuss items to look for in a guarantee. What does the company promise? How long is the warranty good? What must the owner do? When isn't the warranty good? Where do you take or send the broken item?
c. Individual Activity: Teacher will distribute warranties and have students prepare a short oral report. (Teacher will assist where necessary.)
d. Demonstration: Teacher will distribute warranty registration cards and show class how to fill out.
e. Paired Activity: Teacher will present dialogues. In groups of two, students will practice dialogues. Teacher will listen for proper intonation and pronunciation.

IIC 14
CONSUMER ECONOMICS — 3 Hours

AUTOMOBILE INSURANCE

Teacher Preparation

a. Read "Insurance" Project Drive, (046CE).
b. Read "Car Insurance" LABEL LAP (013CE), page 11.

Basic Skills

a. Reading for facts
b. Understanding insurance terms
c. Listening comprehension
d. Oral expression
e. Basic math - Division

Classroom Activities

a. Group Activity: Assisted by teacher, students will read and do exercises in "Project Drive - Insurance", pages 1-23 and in LABEL LAP "Car Insurance", page 11.
b. Listening Comprehension Exercise: Class will reread passage on insurance premiums on page 11 in "Car Insurance". Teacher will give a listening dictation.
c. Group Activity: Students will read dialogues on pages 29, 30 and 31 in "Project Drive - "Insurance". Volunteers from class will role play situations presented in dialogues.
d. Group Discussion: Students will read and discuss questions that follow each dialogue and decide what kinds of insurance should cover damages from the accident.

f. Oral Expression Exericise: Students will role play dialogues for class.

Demonstration of Competence

Student will give an oral report on conditions contained in actual home appliance warranty. Student will correctly complete questions 1-6 in "Life Skills Reading", page 75.

Individual Life Skill Activity

When purchasing appliances in the future, student will fill out warranty registration card and send to manufacturer and will be able to read and understand conditions of warranty.

Demonstration of Competence

Students will correctly complete post test on page 26 in "Project Drive - Insurance."

Individual Life Skill Activity

Student who has automobile insurance will review his/her policy. Student who does not have automobile insurance will use knowledge gained to purchase insurance in the future.

IIC 15
CONSUMER ECONOMICS — 3 Hours

HOMEOWNERS AND RENTAL INSURANCE

Teacher Preparation

a. Read "Insurance", The Money Series, (047G), pages 13-19.
b. Read "Buying and Caring For Your Car and Insurance For Your Life, Health, and Possessions", (011CE), pages 133-137.
c. Prepare 10 true-false questions from above reading.

Basic Skills

a. Reading for facts
b. Oral expression
c. Aural comprehension
d. Understanding insurance terminology
e. Basic math - percents
f. Using past tense
g. Writing from dictation

Classroom Activities

a. Group Activity: Students, assisted by teacher, will read "Insurance", pages 13-19.
b. Oral Expression Activity: Using pictures on pages 13-19 as cues, students will form a complete sentence in past tense, giving some pertinent information about illustrations. e.g. He bought homeowners insurance. There was a fire in his house. The insurance man gave him a check.
c. Aural Comprehension Activity: Teacher will read text on pages 13-19 in "Insurance". Students will write from dictation.
d. Discussion: Class will discuss important vocabulary items such as, liability, vandalism, deductible, premium, claim, property, etc. Teacher will present and lead a discussion on types of homeowner's policies, including basic form, broad form, comprehensive form, special form and liability insurance.

IIC 16
CONSUMER ECONOMICS — 3 Hours

LIFE INSURANCE

Teacher Preparation

a. Read "Insurance", the Money Series, (047G), pages 31-40.
b. Read "Buying and Caring for Your Car and Insurance for Your Life, Health, and Possessions", (011CE), pages 124-125, 131-132, and 140-143.
c. Compile life insurance vocabulary list.

Basic Skills

a. Reading for facts
b. Understanding life insurance terminology
c. Oral expression

Classroom Activities

a. Group Activities:
   1. Students and teacher will review life insurance.
   2. With assistance of teacher, students will read "Insurance", pages 31 and 32.
b. Discussion: What are the advantages of group insurance where you work? Who pays the premium? Does every company provide group life insurance?
c. Group Activity: Students, assisted by teacher, will read pages 33-34 and 36-39 in "Insurance".
d. Discussion: What is the difference between term insurance and cash value insurance? What are the 3 types of cash value insurance? Class will discuss types of cash value life insurance and outline differences in payments and coverage of each.
e. Group Activity: Students, assisted by teacher, will read "Buying and Caring for Your Car and Insurance for Your Life, Health, and Possessions", pages 124-125 and 131-132.

e. Individual Activity: Student will read "Buying and Caring For Your Car and Insurance For Your Life, Health, and Possessions", pages 133-136.
f. Discussion: Class will discuss differences between Homeowner's and Renter's Insurance, what should we look for in a homeowner's policy/in a rental policy? What items in the home should be insured? How much insurance should we have?

Demonstration of Competence

Students will correctly answer 10 true-false questions prepared by teacher. Students will complete exercise on page 137 in "Buying and Caring For Your Car and Insurance For Your Life, Health, and Possessions" and discuss conclusions with teacher.

Individual Life Skill Activity

Student desiring to purchase Homeowner's or Renter's Insurance in the future will know what to look for and how much insurance is advisable. Student owning a policy will review it and update it if necessary.

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f. Discussion: Class will discuss items to consider when buying life insurance. What expenses do we have when someone dies? What future expenses should be covered? How do we determine how much insurance we should buy? What things should we look for in a policy before signing?
g. Oral Expression Activity: Students will read dialogues on pages 140-143 and take turns role playing characters discussing life insurance.

Demonstration of Competence

Students will correctly complete activity pages 35 and 40 in "Insurance" and discuss answers with teacher.

Individual Life Skill Activity

Student will review existing life insurance policy and decide if he/she is adequately covered. Student without a policy will use knowledge acquired to purchase life insurance in the future.

IID 17
CONSUMER ECONOMICS

3 Hours

RENTING AN APARTMENT

Teacher Preparation

a. Read "Finding A Place to Live", (*022CE*), pages 10-27.
b. Read "No Hot Water Tonight", (*063CE*), pages 63-64 and 71-72.
c. Compile vocabulary list. Include ad abbreviations.
d. Secure several apartment rental ads from classified section of local newspaper.
e. Secure teletrainers.

Basic Skills

a. Reading for facts
b. Oral expression
c. Aural comprehension
d. Reading a lease
e. Understanding tenant and landlord responsibilities
f. Writing from dictation

Classroom Activites

a. Group Activities:
   1. Students and teacher will review vocabulary.
   2. Students, assisted by teacher, will read "Finding A Place to Live", pages 10-15 and 20-26 and "No Hot Water Tonight", pages 63-64.
b. Discussion: Class will discuss tenant and landlord responsibilities. What does a tenant have to do when living in a rented apartment? What must the landlord take care of?
c. Listening Comprehension Exercise: Teacher will select key sentences from text of "Insurance" and read to class. Students will write from dictation.
d. Demonstration: Teacher will distribute apartment rental ads and demonstrate how to read abbreviations and information contained in ads.

IID 18
CONSUMER ECONOMICS

3 Hours

BUYING A HOUSE

Teacher Preparation

a. Read "Buying A House", The Money Series, (*010CE*), pages 1-26.
b. Prepare questions for discussion.
c. Read "No Cold Water, Either", (*062G*), pages 83-87.
d. Secure real estate section of classified ads from local newspaper.

Basic Skills

a. Reading for facts
b. Understanding mortgage terminology
c. Oral expression
d. Listening comprehension
e. Understanding real estate ad abbreviations

Classroom Activities

a. Reading Material: Students, assisted by teacher, will read "Buying A House", pages 1-12.
b. Oral Expression Exercise: Have students retell story in their own words. Demonstrate by giving a short paraphrase. Repeat first sentence and have each student add a sentence until the story has been retold.
c. Reading Material: Students, assisted by teacher, will read pages 13-16.
d. Demonstration: Teacher will demonstrate how to compute down payment from total cost of house.
e. Reading Material: Student, assisted by teacher, will read pages 17-19.
f. Listening Comprehension Exericses: Have students close books, Dictate 5 items included in sales agreements from pages 17-18. Students will write what they hear, open books and check their own papers.

e. Oral Expression Activity: Each student will have a want ad. Students will read ad and give a short oral report describing an apartment.
f. Group Project: Class will think of several questions to ask a potential landlord. A student will write each question on chalkboard. Class will comment on grammar and structure of questions and make any necessary changes.
g. Paired Activity: Divide class into groups of two. Students will write and practice dialogues between a tenant and landlord. Students may set up an appointment to see an apartment or may choose from suggested situations in "No Hot Water Tonight" pages 71-72. Teacher will check for proper grammar and correctness of expression.

Demonstration of Competence

Students will correctly complete activities on pages 16 and 19 in "Insurance". Students will role play dialogues. Those choosing to set up an appointment will use teletrainers.

Individual Life Skill Activity

With knowledge acquired, student will be able to ask questions about an apartment, read a lease, comply with tenant responsibilities and know what to expect from a landlord.

g. Reading Material: Students, assisted by teacher, will read pages 20-24.
h. Discussion: Teacher will lead a discussion about applying for a mortgage.
i. Reading Material: Students, assisted by teacher, will read pages 20-24.
j. Discussion: Teacher will lead a discussion on payment default and penalty fees.
k. Reading Material: Students, assisted by teacher, will read "No Cold Water, Either", pages 83-85.
l. Discussion: Teacher will lead a discussion on closing costs and things to think about before buying a house.
m. Group Activity: Assisted by teacher, class will go over real estate ads and abbreviations in "No Cold Water, Either", pages 85-87.

Demonstration of Competence

Distribute real estate ads. Students will read ads and choose a house they would like to visit. Each student will give an oral report describing the house and reporting total cost and down payment.

Individual Life Skill Activity

Student will visit several open houses and investigate the type and condition of houses available for the amount of money he/she can afford to spend.

IIID 19
HEALTH AND SAFETY

1½ Hours

MEDICAL ASSISTANCE

Teacher Preparation

a. Obtain and read copies of pamphlets "Applying for Public Assistance", (*002HS*), from local County Assistance Office.
b. Read "Insurance", the Money Series, (*047G*), pages 28-29.
c. Read "Where to Go, Who to See, What to Do", (*093G*), pages 27-30.
d. Obtain copies of medical assistance application forms from local County Assistance Office.
e. Compile vocabulary list.

Basic Skills

a. Reading for facts
b. Listening comprehension
c. Oral expression
d. Filling out an application form

Classroom Activities

a. Group Activities:
   1. Students and teacher will review vocabulary.
   2. Students, with assistance of teacher, will read pamphlet, "Applying for Public Assistance".
   3. Class will discuss aspects of medical assistance. Who is eligible? How do you apply? Where do you go for medical assistance?
b. Listening Comprehension Activity: Teacher will read "Insurance", the Money Series, pages 28-29. Students will write from dictation.

IIID 20
HEALTH AND SAFETY

3 Hours

THE HOSPITAL

Teacher Preparation

a. Read "LABEL LAP" H5/E1-31 "The Hospital", (*085HS*).
b. Read "Health", the ABLEST Series, (*030HS*), pages 18-19.
c. Arrange for field trip to local hospital for general tour.

Basic Skills

a. Oral expression
b. Listening comprehension
c. Changing verb tenses
d. Writing a summary

Classroom Activities

a. Group Activities: Class will use LABEL LAP "The Hospital". Teacher and students will proceed section by section and for each section will do the following activities:
   1. Oral Expression Activity: Students will role play dialogues.
   2. Writing Practice Activity: Students will write answers to exercises after each dialogue.
b. Oral Expression Activity: Using LABEL LAP "The Hospital", pages 6, 7, 8 and 14, teacher will pose questions to students who will give answers orally in complete sentences; e.g., Teacher: "What's this?" Student: "It's a wheelchair." Teacher: "How is it used?" Student: "It's used for patients who can't walk." Teacher: "Who is this?" Student: "She's a nurse."
c. Listening Comprehension Exercise: Teacher will read "Health", ABLEST Series, pages 18-19, aloud. Students will write from dictation.
d. Field Trip: Students and teacher will visit local hospital.

c. Oral Expression Activity: After reading "Where to Go, Who to See, What to Do", pages 27-30, students will orally describe the different types of medical assistance shown in the photos, page 29.
d. Demonstration: Teacher will show how to fill out medical assistance application form.

Demonstration of Competence

Students will complete medical assistance application form.

Individual Life Skill Activity

Student will keep completed application form to use or copy if the need would arise for medical assistance.

Demonstration of Competence

Students will write a summary of what they saw and learned at the hospital.

Individual Life Skill Activity

Student will be aware of how a hospital operates and will know what to expect if he/she must go to the hospital.

IIIA 1
HEALTH AND SAFETY

3 Hours

WHAT IS GOOD HEALTH?

Teacher Preparation

a. Read "Health", ABLEST Series (030HS), Chapter 1 and Practice Sheet 1-1 from Curriculum Guide.
b. Read "Reading Competence", (072G), pages 23-27.

Basic Skills

a. Reading for comprehension
b. Oral expression
c. Aural comprehension
d. Writing from dictation
e. Using gerunds
f. Using contractions

Classroom Activities

a. Group Activity: Students, assisted by teacher, will read Chapter 1 in "Health", ABLEST Series.
b. Discussion: Class will discuss factors contributing to good physical and mental health. Students will identify four basic food groups, discuss importance of a balanced diet and proper rest, define terms vitamin and calorie and reivew relationship between food consumption, exercise, and weight.
c. Demonstration: Teacher will demonstrate how a gerund may function as a verb or a noun by using it in several sample sentences.
d. Individual Activity: Students will complete Practice Sheet 1-1 from ABLEST Curriculum Guide.
e. Discussion: Teacher will discuss use of contractions in conversational English and compar complete forms for use in writing and formal speech. Teacher will review several contractions.

IIIA 2
HEALTH AND SAFETY

3 Hours

RECOGNIZING THE SIGNS OF ILLNESS

Teacher Preparation

a. Read "Health, Safety, and Sanitation", (032HS), pages 67-69.
b. Compile vocabulary list.
c. Secure Bell Teletrainers.

Basic Skills

a. Describing signs of illness in target language
b. Following instructions given in target language
c. Understanding sentences using "may"

Classroom Activities

a. Group Activities:
   1. Students and teacher will go over vocabulary terms.
   2. Teacher will present structures with "may", using sample sentences from the reading.
      e.g. The doctor may tell you. He may prescribe.
   3. Students, assisted by teacher, will read pages 67-69 in "Health, Safety and Sanitation".
b. Listening Comprehension Exericse: Reread section headed "Before you call the doctor" on page 67. Have students close books and give a dictation.
c. Demonstration: Discuss difference between structures indicating possibility and factual information. Demonstrate changes that occur in construction of the sentence. Use sentences from chart on page 68.
   e.g. may be -- is/are
   The face may be pale. His/Her face is pale.

f. Group Activity: With assistance of teacher, students will read and complete exercises in "Reading Competence", pages 23-27.
g. Aural Comprehension Activity: Teacher will read letter and reply from "Reading Competence" page 23. Students will write from dictation.

Demonstration of Competence

Students will successfully complete post-test from ABLEST Curriculum Guide.

Individual Life Skill Activity

Students will keep a journal for a week and record food eaten, exercise and sleep during that time period. Students will make notes on feelings that indicate positive or negative mental health.

The eyes may be unusually bright. His/Her eyes are unusually bright.
may have -- He/She has
The skin may have a rash. He/She has a rash.

d. Practice Exercise: Each student will read a sentence from a chart on page 68, of changing the construction so that signs of possible illness become a description of symptoms.
e. Individual Activity: Student will practice describing symptoms of section "Before you call the doctor" on page 67.

Demonstration of Competence

Using teletrainers students will contact a doctor's office and report symptoms of sick person. The teacher will answer the phone and give instructions for care, set up an appointment and/or have a prescription sent to a drugstore. Student will take notes and after hanging up the phone will report on what he/she was told.

Individual Life Skill Activity

Student will compile a list of signs of possible illness and be able to report symptoms to a physician. Student will also locate a drugstore near his/her home and be able to give its name, location and telephone number.

IIIA 3
HEALTH AND SAFETY — 3 Hours

PROPER HOME CARE OF THE SICK

Teacher Preparation

a. Read "Health, Safety and Sanitation", (*032HS*), pages 67, 38 and 41.
b. Read LABEL LAP "Coughs and Colds", (*018HS*), pages 5-7.

Basic Skills

a. Reading for facts
b. Oral expression
c. Aural comprehension
d. Writing from dictation

Classroom Activities

a. Group Activity: Students, assisted by teacher, will read "Health, Safety and Sanitation", page 67.
b. Discussion: Class will discuss what to do if someone is sick in the home. Class will enumerate steps to be taken before calling a doctor and discuss importance of taking a person's temperature. Why should we wait until after calling the doctor to give medicine? Is it important to write down the doctor's instructions?
c. Group Activity: With assistance of teacher, students will read sections on earache and diarrhea in "Health, Safety and Sanitation", pages 38 and 41 and pages 5-7 in "Coughs and Colds".
d. Paired Activity: Divide class into groups of two. Students will choose one of the readings to prepare dialogue between a person reporting an illness and a doctor giving instructions. Teacher will assist as needed.
e. Group Activity: Groups will role play dialogues. Class will not be told nature of illness After role plays, class will decide which illness has been discussed.

IIIA 4
HEALTH AND SAFETY — 1½ Hours

USING A THERMOMETER

Teacher Preparation

a. Read "Health, Safety and Sanitation", (*032HS*), pages 69-70.
b. Secure a thermometer, alcohol and cotton balls.
c. Request that students bring a thermometer to class.
d. Prepare a hand-out of 8 drawings of a thermometer without readings.

Basic Skills

a. Reading for facts
b. Oral expression of decimals
c. Reading a thermometer
d. Oral expression of information concerning temperature

Classroom Activities

a. Group Activity: Assisted by teacher, students will read "Health, Safety and Sanitation", pages 69-70.
b. Demonstration: Teacher will demonstrate proper use of thermometer, how to sterilize and how to read.
c. Oral Expression Exercise: Sentences for repetition: Does he/she have a temperature? Does he/she have a fever? He/She has a temperature. He/she has a fever. His/her temperature is normal. His/Her temperature is ...
d. Paired Activity: Students will practice asking and answering questions about temperatures.

f. Listening Comprehension Activity: Teacher will read sections on what to do in case of earache or diarrhea from "Health, Safety and Sanitation" and true statements from Exercise 4 in "Coughs and Colds". Students will write from dictation.

Demonstration of Competence

Students will write instructions for proper home care of a person suffering from a cold, an earache or diarrhea. Teacher will check for accuracy and completeness of procedures outlined by students.

Individual Life Skill Activity

Student will take instructions for proper care of the sick home and keep on hand for reference in case of illness of a family member in the future.

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e. Practice Exericse: Teacher will dictate 8 temperature readings. Using hand-out of drawings, student will fill in temperature readings. Teacher will assist when necessary.

Demonstration of Competence

Using readings on hand-out, students will correctly respond to questions about temperatures. Students will take one another's temperature and read thermometer.

Individual Life Skill Activity

In the event of illness in the future, student will properly use and read thermometer and report temperature to physician. Student will purchase a thermometer to keep on hand in his/her home.

IIIA 5
HEALTH AND SAFETY — 3 Hours

PROPER DENTAL CARE

Teacher Preparation

a. Read pamphlets "Are Your Teeth Important?", (003HS), and "Fluoridation for Everyone", (026HS).
b. Read LABEL LAP "The Dentist", (084HS).
c. Compile a vocabulary list.
d. Secure items to demonstrate correct dental procedures, such as: toothbrush, toothpaste, dental floss, and a denture model.

Basic Skills

a. Reading for facts
b. Oral expression
c. Understanding dental procedures
d. Aural comprehension
e. Writing from dictation

Classroom Activities

a. Group Activites:
   1. Students and teacher will review vocabulary.
   2. Students, assisted by teacher, will read "Are Your Teeth Important?" and "Fluoridation for Everyone".
b. Discussion: Class will discuss good dental care habits and water fluoridation. How often should we brush our teeth? What is the best kind of toothbrush to use? What kinds of foods are bad for our teeth? - good for our teeth? Does a toothbrush clean between our teeth? What can we use to clean between our teeth? Does fluoridation do us any harm? Does it change the taste, odor or color of water? How does fluoride get into the water?
c. Demonstration: Teacher will use denture model to demonstrate proper brushing and dental flossing.

IIIA 6
HEALTH AND SAFETY — 3 Hours

CHILDHOOD IMMUNIZATION

Teacher Preparation

a. Read "Health, Safety and Sanitation", (032HS), page 71.
b. Read pamphlet "Immunize", (044HS). Rewrite an abbreviated and simplified description of diseases. Secure enough pamphlets so that each student may have one to take home.
c. Read LABEL LAP "Immunization", (043HS).
d. Compile vocabulary list.

Basic Skills

a. Reading for facts
b. Oral expression
c. Aural comprehension
d. Writing from dictation
e. Reading a chart
f. Using prepositions

Classroom Activities

a. Group Activities:
   1. Students and teacher review vocabulary.
   2. Students, assisted by teacher, will read "Immunization", page 2, "Health, Safety, and Sanitation", page 73, and rewrite from pamphlet "Immunize".
b. Discussion: What is immunization? Where can we go to get vaccines? What are some different ways to get vaccines? What diseases do vaccines protect us from? What is a booster?
c. Group Activity: With assistance of teacher, students will read and complete exercises in "Immunization", pages 3-8.
d. Demonstration: Teacher will demonstrate how to read immunization chart of page 8 in "Immunization". Guided by teacher, students will locate first shots and boosters as well as child's age in years and months on chart.

d. Group Activity: With assistance of teacher, students will read complete exercises in "The Dentist".
e. Oral Expression Activity: Assign Dialogues 1, 2 and 3 from "The Dentist" to volunteers from class. Students will role play dialogues.
f. Aural Comprehension Activity: Teacher will read passage on page 12 in "The Dentist". Students will write from dictation.

Demonstration of Competence

Students will demonstrate proper dental brushing and flossing and write a list of 5 foods that are harmful to teeth.

Individual Life Skill Activity

Student will practice good eating habits and maintain regular professional and home dental care.

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e. Individual Activity: Student will answer questions from Exercise 8 in "Immunization".
f. Grammar Review: Class will review prepositions and complete Exercise 9 in "Immunization".
g. Oral Expression Activity: Class will re-read Dialogues 2 and 3 from "Immunization. Volunteers from class will role play dialogues.
h. Aural Comprehension Activity: Teacher will read first paragraph on page 71 in "Health, Safety and Sanitation". Students will write from dictation.

Demonstration of Competence

Students will successfully complete Post-Test from "Immunization".

Individual Life Skill Activity

Student will take home pamphlet "Immunize" and copy of Vaccine Record Chart from page 71 in "Health, Safety and Sanitation". Student will periodically check recommended schedule for immunization to insure that children are being properly vaccinated and record vaccine, date and boosters received on chart.

IIIA 7
HEALTH AND SAFETY — 1½ Hours

UNDERSTANDING PRESCRIPTION LABELS

Teacher Preparation

a. Read "Reading Competence", (*072G*), pages 78-80.
b. Read LABEL LAP "At the Drugstore", (*004HS*), pages 5-6.
c. Secure several prescription labels and sample tablets, capsules and a teaspoon.
d. Request that students bring a prescription from home.
e. Compile a vocabulary list pertinent to prescriptions and prescription labels.

Basic Skills

a. Reading for facts
b. Understanding prescription vocabulary items
c. Oral expression
d. Reading labels
e. Aural comprehension

Classroom Activities

a. Group Activities:
   1. Students and teacher will go over prescription vocabulary items.
   2. Students, assisted by teacher, will read pages 78-80 in "Reading Competence".
b. Demonstration and Discussion: Teacher will show class capsules and tablets and demonstrate what a teaspoonful is. Teacher will distribute prescription labels and have students locate information such as pharmacy, prescription number, date, patient's name, doctor's name and instructions, drug name and amount in container. How much or how many do you take? How often do you take it? What is the most you can take in a day? What is the expiration date and why is it important?
c. Group Activity: Assisted by teacher, students will read and repeat dialogue on page 5 in "At the Drugstore". Volunteers from class will role play dialogue for class.
d. Individual Activity: Student will complete exercise 4, 5, & 6 in "At the Drugstore."

IIIA 8
HEALTH AND SAFETY — 3 Hours

UNDERSTANDING OVER-THE-COUNTER-DRUGS

Teacher Preparation

a. Read LABEL LAP H1/E1-27 "At the Drugstore", (*004HS*), pages 10-11.
b. Read pamphlet "What to Ask Your Pharmacist", (*092HS*).
c. Read "Reading Competence", (*072G*), pages 88-89.
d. Secure several types of over-the-counter drugs. Include pain killers, cold and cough remedies, salves and ointments, drops, etc.
e. Compile vocabulary list from all readings and drug labels.
f. Arrange for field trip to drug store.

Basic Skills

a. Reading for facts
b. Oral expression
c. Knowledge of dosages and warnings

Classroom Activities

a. Group Activity: Students and teacher will review vocabulary.
b. Oral Expression Activity: Students will role play dialogue, "At the Drugstore", page 10-11.
c. Discussion: After reading "Reading Competence", page 88 and "What to Ask Your Pharmacist", class will discuss use of over-the-counter drugs. What is the difference between over-the-counter drugs and prescription drugs? What must you always read? Whom may you ask if you have questions? What do you do when the drugs get old? What are the three rules about using over-the-counter drugs?

Demonstration of Competence

Each student will have a prescription label. Teacher will ask questions pertinent to information on labels. Student will correctly answer questions giving information from label.

Individual Life Skill Activity

Using a prescription label from his/her home, student will write a daily schedule of exact time and dosage of medicine to be taken.

d. Presentation and Discussion: Teacher will distribute various over-the-counter drugs to students and will explain parts of the label. What is the name of the product? What is it for? How many tablets do you take? How often? Is there a warning?
e. Oral Expression Activity: Students will describe over-the-counter drugs to class; e.g. "This is aspirin." "It is a pain reliever." "You take two tablets every four hours.
f. Field Trip: Class will visit a drugstore. Teacher, pharmacist, or clerk will show students where different drugs are located in store.

Demonstration of Competence

Students will write three rules of using over-the-counter drugs.

Individual Life Skill Activity

With knowledge acquired, student will know which over-the-counter drugs to buy and how to use them.

IIIB 9
HEALTH AND SAFETY

1½ Hours

DANGER SIGNS OF CANCER

Teacher Preparation

a. Read "Reading Competence", (072G), page 33.
b. Read "Health, Safety, and Sanitation", (032HS), page 79.
c. Compile vocabulary list.
d. Obtain copies of free pamphlets from American Cancer Society to distribute to students.

Basic Skills

a. Reading for facts
b. Listening comprehension
c. Oral expression

Classroom Activities

a. Group Activity: Students and teacher will review vocabulary.
b. Discussion: After reading "Reading Competence", page 33, class will discuss what cancer is. What kind of a disease is cancer? How do normal cells grow? How do cancer cells grow? Can cancer be stopped? When?
c. Reading Material: Students, assisted by teacher, will read "Health, Safety, and Sanitation", page 79.
d. Listening Comprehension Exercise: Teacher will read Seven Danger Signs of Cancer. Student will write from dictation.
e. Oral Expression Activity: Using "Health, Safety, and Sanitation", page 79, as a guide, students will tell class ways to protect themselves from cancer.

IIIB 10
HEALTH AND SAFETY

3 Hours

HEART DISEASE

Teacher Preparation

a. Read LABEL LAP H14/E2-26 "Heart Attack", (033HS), page 2.
b. Obtain plastic model of heart from local American Heart Association or high school biology or health class.
c. Read "Health, Safety, and Sanitation", (032HS), pages 79-80.
d. Read "Solving Life Problems in Health", (081HS), pages 54-56.

Basic Skills

a. Reading for facts
b. Oral expression
c. Writing a dialogue

Classroom Activities

a. Group Activity: Students and teacher will review vocabulary.
b. Demonstration: Using plastic model heart, teacher will show students parts of the heart as they read LABEL LAP "Heart Attack", page 2.
c. Group Activity: After reading "Health, Safety, and Sanitation", pages 79-80, students will prepare questions and answers about causes and preventions of heart disease; e.g. What causes heart disease? Ciagarette smoking causes heart disease. How can you protect yourself? Don't smoke cigarettes.
d. Group Project:
   1. Class will read "Solving Life Problems in Health", pages 53-54.

Demonstration of Competence

Students will list seven danger signs of cancer.

Individual Life Skill Activity

Student will keep cancer information pamphlet from American Cancer Society for future reference.

2. Working in groups of four, students will rewrite story on pages 53-54 in form of a dialogue between Martha, Jose, Miriam, and Angel.

Demonstration of Competence

Students will role play dialogue prepared in Classroom Activity d,2.

Individual Life Skill Activity

With knowledge acquired, student will be aware of causes of and ways to avoid heart disease.

IIIB 11
HEALTH AND SAFETY

1½ Hours

DIABETES

Teacher Preparation

a. Read article "New Treatments for Diabetes", May 1981, *(061HS)*, pages 79-87.
b. Read "Health, Safety, and Sanitation", *(032HS)*, page 80.
c. Read "Solving Life Problems in Health", *(081HS)*, pages 58-60.
d. Compile vocabulary list.

Basic Skills

a. Reading for facts
b. Listening comprehension
c. Oral expression

Classroom Activities

a. Group Activities:
   1. Students and teacher will review vocabulary.
   2. Students, with assistance of teacher, will read "Health, Safety, and Sanitation", page 80.
b. Listening Comprehension Exercise: Teacher will read symptoms of diabetes to class. Students will write from dictation.
c. Oral Expression Activity: Students will role play dialogue, "Solving Life Problems in Health", pages 58-60.
d. Discussion: Class will discuss symptoms and treatment of diabetes. What are the six major symptoms? What is the name of the medicine for diabetics? How can some cases of diabetes be controlled? Why do some people die from diabetes?

IIIB 12
HEALTH AND SAFETY

3 Hours

EFFECTS OF SMOKING

Teacher Preparation

a. Read "Reading Achievement", *(071HS)*, pages 78-81.
b. Read "Reading Competence", *(072G)*, pages 19-21.
c. Read "Health", ABLEST Series, *(030HS)*, page 33.
d. Compile vocabulary list.
e. Secure pack of cigarettes.
f. Obtain model of "Smoking Lungs" from local American Lung Association or American Cancer Society.

Basic Skills

a. Reading for facts
b. Oral expression
c. Using a dictionary
d. Giving and following directions
e. Interpreting a poster

Classroom Activities

a. Group Activities:
   1. Student and teacher will review vocabulary.
   2. Students, with assistance of teacher, will read "Reading Achievement", pages 78-80.
b. Individual Activity: Students will complete "Using the Dictionary" exercise, "Reading Achievement", page 81.
c. Group Project: Using model of "Smoking Lungs", teacher will show effects of smoking. Students will then take turns giving instructions and operating model.
d. Discussion: After reading "Reading Competence", page 19-20, students and teacher will discuss poster, page 21. What are the five rules about smoking? What is the dragon doing? What is the knight doing?

Demonstration of Competence

Students will list six warning signs of diabetes.

Individual Life Skill Activity

Student will be aware of warning signs of diabetes and will consult a doctor if the symptoms persist.

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e. Demonstration: Teacher will show class Surgeon General's warning on cigarette pack. What is a warning? Who is the Surgeon General? When was the warning label changed?

Demonstration of Competence

Teacher will read "Health", ABLEST Series, page 33, to class. Students will then write a summary of reading telling effects of smoking.

Individual Life Skill Activity

With knowledge acquired, student will know dangers of smoking and be able to use proper judgement about starting or quitting smoking habit.

IIIC 13
HEALTH AND SAFETY

3 Hours

BASIC FIRST AID

Teacher Preparation

a. Read LABEL LAP H2O/E1-36, "First Aid" (*025HS*).
b. Compile a separate list of vocabulary for each of the 11 situations described in the LABEL LAP "First Aid", to be written on the chalkboard or given as a hand-out.
c. Secure props necessary for different first-aid procedures, e.g. bandages, a blanket, etc.

Basic Skills

a. Following directions
b. Reading for information
c. Listening for instructions

Classroom Activites

a. Group Activity: Do each section of the LABEL LAP "First Aid" as a unit. In each case use the following procedure:
   1. Teacher and students will discuss the vocabulary words.
   2. Teacher and students will read and do exercises.
   3. Using pictures on page 2 as cues, students will construct sentences using "You should..." and enumerate steps taken for the particular situation. They may refer back to pictures as needed. When pictures are not provided a student will simulate the situation.
b. Group Project: Divide class in groups of three. Assign each group one or more situations, depending on class size. As the first student reads sentences prepared with "You should..." the second student will perform the procedure on the third. Students will use props and take turns in different roles. Do not assign rescue breathing.

IIIC 14
HEALTH AND SAFETY

3 Hours

ITEMS FOR A FIRST AID KIT

Teacher Preparation

a. Read "Health, Safety and Sanitation", (*032HS*), page 32.
b. Compile a vocabulary list from reading.
c. Assemble a first aid kit.

Basic Skills

a. Using first aid kit vocabulary items
b. Oral expression
c. Written expression
d. Using prepositions for and to
e. Reading for facts
f. Using a checklist
g. Assembling a first aid kit

Classroom Activities

a. Group Activities:
   1. Using first aid kit realia, teacher will hold up each item and have class repeat names in unison and then individually until students can properly identify each item in the first aid kit.
   2. Students and teacher will review vocabulary items.
   3. Students, assisted by teacher, will read "Health, Safety and Sanitation", page 32.
b. Demonstration: Using volunteers from class, teacher will demonstrate proper use of each item in first aid kit.
c. Presentation of Structure: Teacher will explain use of prepositions for and to when

Demonstration of Competence

Using props supplied by the teacher, each group of three will demonstrate proper first aid techniques. Instruct groups not to divulge what they are demonstrating. The class will decide which specific situation fits each technique.

Individual Life Skill Activity

Given a specific health emergency, each student will be able to recall and demonstrate the correct procedure.

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expressing purpose. For is used before gerunds and nouns. To is used before basic verb form (infinitive). e.g. I use this for small cuts. I use this for sterilizing needles. I use this to cover open wounds.

d. Individual Activity: Using first aid kit realia, students will write a list of items and state purpose of each using prepositions to and for. Students may refer to list in "Health, Safety and Sanitation" and will include any items that teacher has brought to class.

Demonstration of Competence

Each student will identify 3 items from a first aid kit, state its purpose and demonstrate it use on a classmate.

Individual Life Skill Activity

Student will take list of items for a first aid kit home and use as check list to purchase items needed to assemble a first aid kit.

IIIC 15
HEALTH AND SAFETY

3 Hours

SAFETY IN THE HOME

Teacher Preparation

a. Read LABEL LAP "Safety in the Home", (075HS).
b. Secure several household products that are poisonous, such as bleach, insect spray, alcohol, cleaning fluids, etc.
c. Compile a vocabulary list from labels of household products.
d. Secure telephone directories.

Basic Skills

a. Reading for facts
b. Written expression
c. Reading product labels
d. Using a check list
e. Oral expression

Classroom Activities

a. Group Activity: Assisted by teacher, students will read and complete exercises in LABEL LAP "Safety in the Home".
b. Individual Activity: Using pictures in "Safety in the Home", page 4, 8, 13, and 18 as cues, students will write one or two sentences explaining why situations are dangerous. Teacher will assist with written expression when necessary.
c. Demonstration and Discussion: Teacher will distribute poisonous household products. Teacher will present vocabulary items and demonstrate how to read labels. When is this product poisonous? What must you do if product is abused? Where should these products by kept?
d. Group Project: Class will compile a check list of potentially dangerous items throughout the home.

IIIC 16
HEALTH AND SAFETY

1½ Hours

FIRE PREVENTION IN THE HOME

Teacher Preparation

a. Read "Health, Safety, and Sanitation", (032HS), pages 50-54.
b. Read "Reading Achievement", (071HS), pages 54-55.
c. Prepare dialogue in which one person calls to report a fire and the emergency operator answers the call.
d. Compile vocabulary list.
e. Secure teletrainer.

Basic Skills

a. Reading for facts
b. Oral expression
c. Making an emergency phone call
d. Developing a checklist

Classroom Activities

a. Group Activities:
   1. Students and teacher will review vocabulary.
   2. Students, with assistance of teacher, will read "Health, Safety, and Sanitation", pages 50-52.
b. Individual Activity: Students will complete checklist, "Health, Safety, and Sanitation", pages 53-54.
c. Oral Expression Activities:
   1. Students will describe fire hazards pictured in "Reading Achievement', pages 54-55, and tell how to rectify the situation.
   2. Students will role play dialogue prepared by teacher.

Demonstration of Competence

Each student will be assigned a picture from pages 4, 8, 13, or 18 in "Safety in the Home" and a poisonous household product. Student will give a short oral report on why the situation in picture is potentially dangerous. Student will read product label and report on information it contains.

Individual Life Skill Activity

Student will copy check list of items that may be involved in home accidents and take home to discuss with family members. Student will report to teacher any changes made in his/her home as result of discussion. Student will cut out and display important telephone numbers from exercise 11 in "Safety in the Home", in a prominent place near telephone.

Demonstration of Competence

Students will develop a fire prevention checklist for their own homes.

Individual Life Skill Activity

Student will use fire prevention checklist in own home to help make it safer.

IIID 17
HEALTH AND SAFETY

1½ Hours

LOCAL HEALTH SERVICES

Teacher Preparation

a. Read "Where to Go, Who to See, What to Do', (093G), pages 32-36.
b. Obtain and read copies of pamphlet "State Health Centers", (083HS), from Pennsylvania Department of Health Pamphlet Library.
c. Secure telephone directories.
d. Compile vocabulary list.
e. Prepare several hypothetical cases of medical and mental health problems.

Basic Skills

a. Reading for facts
b. Using a phone book
c. Making deductions
d. Oral expression

Classroom Activities

a. Group Activities:
   1. Students and teacher will review vocabulary.
   2. Students, assisted by teacher, will read "Where to Go, Who to See, What to Do", page 32.
b. Demonstration: Teacher will show students where to look in phone book for listings of local health centers.
c. Group Project: Teacher will give hypothetical cases of medical and mental health problems to students. Students will determine which health service takes care of each problem and will write the name, address, and phone number of the local health service.

IIID 18
HEALTH AND SAFETY

3 Hours

HEALTH INSURANCE

Teacher Preparation

a. Read "Insurance", the Money Series, (047G), pages 20-25.
b. Read LABEL LAP "Health Insurance", H7/E1-33, (031HS).
c. Read "Reading Achievement", (071HS), pages 20-22.
d. Compile vocabulary list.

Basic Skills

a. Reading for facts
b. Understanding insurance terminology
c. Listening comprehension
d. Oral expression

Classroom Activities

a. Group Activities:
   1. Students and teacher will review vocabulary.
   2. Students will read "Insurance", the Money Series, pages 20-25.
b. Listening Comprehension Activity: Teacher will write different types of health insurance on chalkboard; e.g. group health insurance, Blue Cross, Blue Shield, regular medical insurance, major medical insurance, dental insurance. Teacher will then dictate to students incomplete sentences describing each type of insurance. Students will write complete sentences; e.g. "_____ pays for operations." Students write: Major medical insurance pays for operations.
c. Oral Expression Exercise: Students will role play dialogue, LABEL LAP, "Health Insurance", pages 4 -5.
d. Group Project: Students and teacher will compare two insurance policies, "Reading Performance", page 20, and will complete questions, pages 21-22.

Demonstration of Competence

Students will orally present their findings from Group Project c.

Individually Life Skill Activity

Each student will receive and keep a copy of the pamphlet "State Health Centers" for future reference.

Demonstration of Competence

Students will write a paragraph describing the difference between Blue Cross, medical insurance, and major medical insurance.

Individual Life Skill Activity

With knowledge acquired, student will understand and properly use different types of insurance.

IID 19
CONSUMER ECONOMICS 1½ Hours

UNDERSTANDING UTILITY BILLS

Teacher Preparation

a. Read "Moving On and Getting Utilities and Saving Energy", (059CE), pages 112-114.
b. Collect several sample utility bills.
c. Compile a vocabulary list from utility bills.
d. Request that each student bring a utility bill to class.
e. Write 10 true-false statements from Group Discussion questions below.

Basic Skills

a. Reading for facts
b. Oral expression
c. Written expression
d. Changing questions from third to second person singular
e. Finding information on a utility bill

Classroom Activities

a. Group Discussion: What are utilities? What utilities do you use in your home? How do you know how much you owe? How often do you receive your bills? What happens if you pay late? - if you do not pay? What are some ways to pay your utility bills?
b. Group Activities:
   1. Students and teacher will review vocabulary items from utility bills.
   2. Students, assisted by teacher, will read "Moving On and Getting Utilities and Saving Energy", Parts A and C, pages 112-113.
c. Demonstration: Teacher will explain items and charges from several different utility bills.

IID 20
CONSUMER ECONOMICS 3 Hours

ENERGY CONSERVATION

Teacher Preparation

a. Read "Saving Energy in Your Home", LABEL LAP, (077CE).
b. Compile a vocabulary list.
c. Read "Automobile Save Driving Guide", (005CE). Develop an outline in simple language.

Basic Skills

a. Reading for facts
b. Oral expression
c. Listening comprehension
d. Writing from dictation
e. Written expression
f. Using a checklist

Classroom Activities

a. Group Activities:
   1. Students and teacher will review vocabulary.
   2. Students, assisted by teacher, will read and complete exercises in "Saving Energy in Your Home", pages 1-13.
b. Listening Comprehension Activity: Teacher will select a passage from "Saving Energy in Your Home" and read to class. Students will write from dictation.
c. Group Discussion: Teacher will refer class to pictures in "Saving Energy in Your Home". Class will discuss energy-saving practices related to each.
d. Reading Material: Students will read outline from "Automobiles Save Driving Guide".
e. Group Discussion: What is a carpool? What are some ways to combine public transportation and driving? How can a family work together to reduce driving? How can we drive our car better to save gasoline?

d. Group Project: Divide class into small groups. Groups will find information requested in Parts B and D on pages 113 and 114 in "Moving On and Getting Utilities and Saving Energy". Groups will report information while class follows on sample utility bills provided in book.
e. Individual Activity: Student will rewrite questions from previous activity, changing John to you. e.g. How much gas did John use? - How much did you use?

Demonstration of Competence

Using his/her own utility bill, students will answer revised questions and report information to teacher. Students will complete 10 true-false statements.

Individual Life Skill Activity

With knowledge acquired, students will be able to read and understand utility bills, be aware of late charges, service charges and possible cutting off of services and know how and when to pay utility bills.

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f. Group Project: Divide class into small groups. Assign one section in "Saving Energy in Your Home" and/or one section from outline "Automobile Save Driving Guide" to each group. Groups will write sentences about sections concerning energy conservation. Teacher will assist students to consolidate items into a checklist.

Demonstration of Competence

Students will correctly complete post-test on page 14 in "Saving Energy in Your Home". Students will list 3 ways to conserve gasoline when using an automobile.

Individual Life Skill Activity

Student will use checklist prepared in class to make energy-conserving changes in the home. Student owning an automobile will practice good driving habits to conserve gasoline, and where possible, form carpools and rearrange schedules to reduce driving.

IVA 1
GOVERNMENT AND LAW — 3 Hours

OBTAINING LEGAL SERVICES

Teacher Preparation

a. Read "Solving Life Problems in Government and Law" (080GL), pages 200-204.
b. Read "Where to Go, Who to See, What to Do", (093G), pages 62-63.
c. Read "Community Services" ABLEST Series (015G), page 8.
d. Compile vocabulary list from all three readings.
e. Prepare dialogue: prospective client calls lawyer to make an apointment.
f. Secure telephone directories and teletrainer from Bell Telephone Company.

Basic Skills

a. Reading for facts
b. Using law-related vocabulary
c. Listening comprehension
d. Oral expression
f. Using telephone directory

Classroom Activities

a. Group Activity: Students and teacher will review vocabulary.
b. Reading Material: Students, assisted by teacher, will read "Solving Life Problems in Government and Law", pages 200-203.
c. Discussion: Class will discuss finding a lawyer. When do you need a lawyer? How do you know what kind of a lawyer you need?
d. Group Activity: Students and teacher will complete practice exercises, "Solving Life Problems in Government and Law", pages 201-204.

IVA 2
GOVERNMENT AND LAW — 3 Hours

MAKING A WILL

Teacher Preparation

a. Read "The Law and You", (086GL), pages 26-28.
b. Compile vocabulary list. Use reading and sample will.
c. Prepare dialogue between client and lawyer. Client wants to make a will.
d. Make copies of "Last Will and Testament" from, "The Law and You", page 27, or obtain sample wills from local Legal Aid Society.

Basic Skills

a. Reading for facts
b. Listening comprehension
c. Understanding format and terminology of a will
d. Oral expression
e. Writing a will

Classroom Activities

a. Group Activity: Students and teacher will review vocabulary.
b. Reading Material: Students, assisted by teacher, will read "The Law and You", page 26.
c. Listening Comprehension: Teacher will read first two paragraphs, "The Law and You", page 26. Students will write from dictation.
d. Discussion: Class will discuss purpose and contents of a will. Why do you need a will? Who should be the guardian of your children? What do you own that should be listed in your will?
e. Oral Expression Exericse: Students will role play dialogue prepared by teacher.
f. Demonstration: Teacher will distribute copies of "Last Will and Testament" forms to class and explain format of will.

e. Listening Comprehension Exercise: Teacher will read "Community Services", page 8. Students will write from dictation.
f. Oral Expression Exercise: Using teletrainer, students will role play dialogue prepared by teacher.
g. Demonstration: Teacher will show students where to look in telephone book to find services.

Demonstration of Competence

Using telephone directory, students will complete exercise, "Where to Go, Who to See, What to Do", page 63.

Individual Life Skill Activity

Students will obtain and record name, address, and telephone number of a private attorney and/or local legal aid society for future reference.

Demonstration of Competence

Students will complete "Last Will and Testament" according to personal needs.

Individual Life Skill Activity

Students will take their completed wills to a lawyer or Legal Aid Society to check the form and legality of their wills.

IVA 3
GOVERNMENT AND LAW — 3 Hours

SOCIAL SECURITY BENEFITS

Teacher Preparation

a. Read "Citizens Today", (*014GL*), pages 54-58.
b. Prepare vocabulary list. Use reading and claim report form.
c. Secure copies of social security claim reports from local social security office.
d. Prepare series of "if...you may..." sentences. Use vocabulary and situations from reading. "If you are 62 years old, you may recieve social security money." "If you are disabled, you may receive social security benefits."

Basic Skills

a. Reading for facts
b. Using correct parts of speech and sentence sequence
c. Oral expression
d. Filling out a form

Classroom Activities

a. Group Activity: Students and teacher will review vocabulary.
b. Reading Material: Students will read "Citizens Today", page 55.
c. Discussion: Class wil discuss when you can get social security benefits, where social security money comes from.
d. Group Activity: Students will answer questions, "Citizens Today", pages 55-56.
e. Presentation of Structure and Drill: Teacher will present and explain sequence of tenses in "If...you may..." sentences.
f. Reading Material: Students, assisted by teacher, will read "Citizens Today", page 56.

IVA 4
GOVERNMENT AND LAW — 3 Hours

OBTAINING LEGAL DOCUMENTS FOR BIRTHS, DEATHS, AND MARRIAGES

Teacher Preparation

a. Obtain copies of Application for Certified Copy of Birth or Death Record from Department of Health, Division of Vital statistics or local Prothonotary's Office.
b. Obtain copies of Application for Certified Copy of Marriage Record from local City or County Registrar's Office.
c. Compile vocabulary list from application forms.
d. Prepare series of examples of 's possessive structure. Use vocabulary from application forms.
e. Prepare dialogue between person applying for birth, death, or marriage document and clerk.

Basic Skills

a. Filling out an application form
b. Following instructions
c. Practicing 's possessive structure
d. Oral expression

Classroom Activities

a. Group Activity: Students and teacher will review vocabulary.
b. Demonstration and Discussion: Teacher will distribute copies of application forms to students and will lead discussion of contents. How much does each copy cost? May you pay cash? What must you enclose for the return of copies? Teacher will demonstrate how to fill out form.

g. Group Activity: Students and teacher will complete and discuss reading comprehension questions, "Citizens Today", page 57.
h. Demonstration: Teacher will distribute social security claim report forms to students. Class will reivew and discuss form.
i. Paired Activity: Students will prepare a dialogue between a social security clerk and a person wanting a file for benefits because he/she is disabled.

Demonstration of Competence

Students will role play dialogues in front of class.

Individual Life Skill Activity

Students will find address and phone number of local social security office in telephone book and record it for future reference.

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c. Presentation of Structure: Teacher will present how to form the 's possessive structure. Using vocabulary from application forms, teacher will pose questions such as, "What is your father's name? Student: "My father's name is _____." Teacher: "Where does the applicant's signature go? Student: "The applicant's signature goes _____."
d. Oral Expression Activity: Students will role play dialogue prepared by teacher.

Demonstration of Competence

Students will complete application form for one of these documents.

Individual Life Skill Activity

Each student will keep completed application forms to be used or copies when applying for a birth, death, or marriage certificate.

IVB 5
GOVERNMENT AND LAW — 3 Hours

KNOW YOUR RIGHTS - "THE BILL OF RIGHTS"

Teacher Preparation

a. Read "Know Your Rights" (053GL), The Young American Series, pages 4-5. Complete a list of difficult vocabulary words.
b. Use chapter headings in "Know Your Rights" as a guide to paraphrase The Bill of Rights into simpler language whenever possible. e.g. The Second Amendment - The Right to Bear Arms, Write: The Second Amendment - The Right to Have a Gun.

Basic Skills

a. Reading for facts
b. Reading for pronunciation
c. Writing a dialogue or story
d. Using ordinal numbers
e. Expressing ideas in target language

Classroom Activities

a. Individual Activity: Students will look up new vocabulary words gien to them by the teacher and write down their meanings.
b. Pronunciation Practice: Students will repeat new vocabulary items after the teacher.
c. Reading Material: Students will read pages 4 & 5 in "Know Your Rights".
d. Group Activity: Students will listen to teacher read "How Did We Get Our Rights" on pages 4 & 5 of "Know Your Rights" and then each read a portion out loud. With the assistance of the teacher, students will complete the crossword puzzle following the reading.
e. Group Discussion: Teacher will hand out or write on the chalkboard the list of the first 10 amendments to the Constitution. Teacher and students will discuss each amendment, giving examples of how each freedom and right is exercised in this country. Students will tell about similarities and differences in their native countries.

IVB 6
GOVERNMENT AND LAW — 3 Hours

TYPES OF CRIME

Teacher Preparation

a. Read "The Law and You", (086GL), pages 39-41.
b. Compile vocabulary list.
c. Obtain copies of several newspaper articles relating different crimes. Teacher may have to rewrite articles to appropriate reading level.

Basic Skills

a. Reading for facts
b. Oral expression
c. Writing from dictation
d. Changing verb tenses

Classroom Activities

a. Group Activity: Students and teacher will review vocabulary.
b. Reading Material: Students, assisted by teacher, will read "The Law and You", pages 39-41.
c. Discussion: Class will discuss types of crime. What is a homicide? What is the difference between assault and battery?
d. Listening Comprehension Exercise: Teacher will read 2 paragrapns on misdemeanors and felonies, "The Law and You", page 41. Students will write from dictation.
e. Drill: Teacher will read stories, "The Law and You", pages 39-41, in past tense. Students will retell stories changing verbs to present tense.
f. Group Activity: Using their books as a guide, students will prepare a short description of a crime. They will read descriptions to class who will name the crime.

f. Paired Activity; Divide class into groups of two. Assign each group 1 or 2 amendments to the Constitution. Using sample stories in "Know Your Rights" students will write a short dialogue or story demonstrating the right or freedom guaranteed by the amendment assigned. Teacher will check over dialogues and stories for proper grammar and construction.

Demonstration of Competence

Students in each group will role play or read stories aloud without divulging which amendment they refer to. Class will decide which amendment is being demonstrated.

Individual Life Skill Activity

Students will keep a journal for a week and write down rights and freedoms exercised in their daily activities.

Demonstration of Competence

Each student will read a newspaper article or teacher's adaptation of an article and determine what type of crime had been committed. Students will paraphrase articles and tell class type of crime reported in article.

Individual Life Skill Activity

Students will write about three different types of crime they hear about from friends, neighbors, TV, radio or read about in the newspaper.

IVB 7
GOVERNMENT AND LAW — 3 Hours

KNOWING YOUR RIGHTS IF ARRESTED

Teacher Preparation

a. Read "Government and Law", ABLEST Series, (029GL), page 34.
b. Read "Where to Go, Who to See, What to Do" (093G), page 75.
c. Compile vocabulary list from both readings.
d. Prepare sentences using must and may. Use vocabulary and content from both readings.
e. Prepare series of TRUE-FALSE questions from both readings.

Basic Skills

a. Reading for facts
b. Listening comprehension
c. Writing a summary
d. Using must and may

Classroom Activities

a. Group Activity: Students and teacher will review vocabulary.
b. Listening Comprehension: Teacher will read "Government and Law" ABLEST Series, top of page 34, to students. Students will orally paraphrase or write summary of contents.
c. Reading Material: Students, assisted by teacher, will read "Government and Law" ABLEST Series, page 34, and "Where to Go, Who to See, What to Do", page 75.
d. Discussion: Class will discuss rights of an arrested person. Do you have the right to remain silent? Must you give your name and address? May you call your lawyer?
e. Choral Repetition: Students will repeat after teacher sentences, "Where to Go, Who to See, What to Do", page 75.

IVB 8
GOVERNMENT AND LAW — 3 Hours

OUR COURT SYSTEM

Teacher Preparation

a. Read "In Your Country", (048GL), pages 22-24.
b. Read "Where to Go, Who to See, What to Do", (093G), pages 74-76.
c. Compile vocabulary list from both readings.
d. Prepare list of 10 different crimes and legal problems for Demonstration of Competence.
e. Arrange a field trip to local courthouse to observe a trial in session.

Basic Skills

a. Reading for facts and comprehension
b. Oral expression
c. Understanding different types of courts
d. Making deductions

Classroom Activities

a. Group Activity: Students and teacher will review vocabulary.
b. Reading Material: Students will read "In Your Country", pages 22-23.
c. Paired Activity: Students will answer questions, "In Your Country", page 24. When finished, class will discuss answers.
d. Reading Material: Students and teacher will read "Where to Go, What to Do, Who to See", pages 74-75.
e. Discussion: Class will discuss types of courts. What is civil law court? What is criminal law court? What are municipal courts?
f. Field Trip: Class will visit a local courthouse to see a trial in session.

f. Presentation of Structure; Teacher will present the difference between must and may.
g. Repetition Drill: Students will repeat after teacher sentences using must and may.
h. Group Activity: Class will be divided into two teams. Teacher will pose TRUE-FALSE questions to team members.

Demonstration of Competence

Students will write list of rights of an arrested person.

Individual Life Skill Activity

With knowledge acquired, students will know their rights if they would be arrested.

Demonstration of Competence

Teacher will give students list of ten different crimes and legal problems; students will determine which type of court would be used.

Individual Life Skill Activity

With knowledge acquired, students will know which type of court would be used for personal legal problems.

IVB 9
GOVERNMENT AND LAW

3 Hours

TRIAL BY JURY

Teacher Preparation

a. Read "The Law and You", (086GL), pages 51-55.
b. Compile vocabulary list.
c. Prepare Who...? questions to be used in Drill. Use characters from "The Law and You", pages 52-53.
d. Prepare handout of courtroom set-up. Include bench, jury box, witness stand, counsel tables, stenographer's table, audience.
e. Devise court case with plaintiff, defendant, witnesses, defending and prosecuting attorneys, judge, and jury.

Basic Skills

a. Reading for facts
b. Using terminology associated with courtroom and trial
c. Oral expression
d. Making a judgement

Classroom Activities

a. Group Activity: Students and teacher will review vocabulary.
b. Reading Material: Students assisted by teacher will read "The Law and You", pages 51-54.
c. Discussion: Class will discuss how a trial works. What is an oath? What do you do if you don't understand a question? What does a juror do?
d. Group Activity: Students and teacher will answer and discuss questions, "The Law and You", page 55.
e. Drill: Students will answer questions posed by teacher using complete sentences. Teacher: Who runs the court? Student: The judge runs the court. Teacher: Who keeps order in

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IVB 10
GOVERNMENT AND LAW

3 Hours

HOW TO FILE A SUIT

Teacher Preparation

a. Read pamphlet "How to Sue in District Justice Court", (041GL). Depending on level of class, rewrite information in pamphlet at easier reading level on handout for students.
b. Compile vocabulary list. Use pamphlet and complaint form.
c. Prepare appropriate number of hypothetical suits to be role played and complaints for Demonstration of Competence.
d. Obtain complaint forms from local District Justice's office.

Basic Skills

a. Reading for facts
b. Oral expression
c. Filling out a form

Classroom Activities

a. Group Activity: Students and teacher will review vocabulary.
b. Reading Materials: Students with assistance of teacher will read either pamphlet or teacher-made handout "How to Sue in District Justice Court."
c. Discussion: Class will discuss process of filing a suit. When may you file a suit? Where do you sue? Who notifies the other party?
d. Demonstration and Discussion: Teacher will distribute copies of complaint forms and review form and contents with students.

the court? Student: The bailiff keeps order in the court.

f. Demonstration:
   1. Teacher will distribute handout of courtroom set-up. Class will review form and set classroom up to look like a courtroom.
   2. Teacher will assign courtroom roles to students and present them with hypothetical case. Students will prepare case.

Demonstration of Competence

Students will role play court case. At end of case, jury will decide outcome.

Individual Life Skill Activity

Students will serve on jury duty if and when called to do so.

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e. Oral Expression Exercise: Class will be divided into groups of three and each group will receive a hypothetical suit. Students will role play taking parts of plaintiff, defendant, and justice. Teacher will answer questions, provide information, and check for competence.

Demonstration of Competence

Students will successfully complete a complaint form based on complaint given to them by teacher.

Individual Life Skill Activity

Students will look up and record name, address, and telephone number of local District Justice or Justice of the Peace to have for future reference.

IVC 11
GOVERNMENT AND LAW — 3 Hours

UNDERSTANDING YOUR LOCAL GOVERNMENT

Teacher Preparation

a. Read "Solving Life Problems in Government and Law", (080GL), pages 63-69.
b. Read "Citizens Today", (014GL), pages 10-12.
c. Compile vocabulary list.
d. Obtain list of local officials.
e. Prepare chart of local county and/or city government structure.

Basic Skills

Reading for facts
Oral expression
Using a chart
Aural Comprehension

Classroom Activities

a. Group Activity: Students and teacher will review vocabulary.
b. Discussion: After reading "Solving Life Problems in Government and Law", pages 63-67, class will discuss the composition of local government. What are the basic units of local government? How are most counties governed? Most cities? Why are there an uneven number of people on most boards of supervisors?
c. Demonstration: Teacher will distribute chart of local structure of government and explain composition of local government. Class will discuss what each official does.
d. Oral Expression Activity: Students will orally paraphrase contents of "Citizens Today", pages 10-12.

IVC 12
GOVERNMENT AND LAW — 3 Hours

THE FEDERAL GOVERNMENT

Teacher Preparation

a. Read "Government and Law", ABLEST Series, (029GL), pages 20-27.
b. Read ABLEST Curriculum Guide, (001G), pages 137-151.
c. Duplicate Practice Sheets 3-1, 3-2, 3-3, and Chapter 3 Post-test.

Basic Skills

a. Reading for facts
b. Using correct verb forms
c. Oral expression

Classroom Activities

a. Group Activities:
   1. Students and teacher will review vocabulary.
   2. Students, assisted by teacher, will read "Government and Law", ABLEST Series, pages 22-25, and complete exercises, page 27.
b. Discussion: Class will discuss composition of federal government. What are the two parts of the Congress? What is the president's cabinet? What is the highest court in the country?
c. Individual Activity: Students will complete Practice Sheets 3-1 and 3-2.
d. Listening Comprehension and Oral Expression Exercise: Using Practice Sheet 3-2, teacher will read first half of sentence, students will say the end of the sentence.
d. Vocabulary Practice: Teacher and students will work together to do crossword puzzle, Practice Sheet 2-3.

Demonstration of Competence

Teacher will give names of local officials and their titles/offices. Students will fill in charts of local government structure.

Individual Life Skill Activity

Student will look up and record addresses and phone numbers of local city halls, borough offices, county office buildings and for future reference.

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f. Paired Activity: Students will prepare a description of a branch of the federal government without naming it. Other student must name branch of government; e.g., "This is a group of experts who answer questions from the president." Answer: "The cabinet."

Demonstration of Competence

Students will successfully complete Chapter 3 Post-test, ABLEST Curriculum Guide, pages 150-151.

Individual Life Skill Activity

Student will obtain and record names and addresses of state senators and district representative. This information is available from local newspaper or League of Women Voters.

IVC 13
GOVERNMENT AND LAW

3 Hours

POWERS OF THE PRESIDENT

Teacher Preparation

a. Read "In Your Country", (*048GL*), pages 17-18.
b. Compile vocabulary list.

Basic Skills

a. Reading for facts and comprehension
b. Listening comprehension
c. Oral expression
d. Composing questions

Classroom Activities

a. Group Activities:
   1. Students and teacher will review vocabulary.
   2. Students, assisted by teacher, will read "In Your Country", pages 17-18.
b. Discussion: Class will discuss the powers and duties of the president. Who is the head of the executive branch? What is he called? What is the most important duty of the president? How long can a president remain in office? Where does the president live?
c. Listening Comprehension Exercise: Teacher will read powers and duties of the president, "In Your Country", pages 17-18. Students will write from dictation.
d. Paired Activity: Students will complete exericse, "In your Country", page 18. One student will say first half of sentence; other student will complete sentence. Teacher will check for accuracy.
e. Group Project: Class will be divided into two teams. Each team will compose 10-20 TRUE-FALSE questions to ask the other team. Teacher will provide aid and serve

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IVC 14
GOVERNMENT AND LAW

3 Hours

HOW A BILL BECOMES A LAW

Teacher Preparation

a. Read "Government and Law", ABLEST Series, (*029GL*), pages 30-32.
b. Read and duplicate Practice Sheets 4-1, 4-2, 4-3, and 4-5, ABLEST Curriculum Guide, (*001G*), pages 161-166.
c. Compile vocabulary list.
d. Prepare hypothetical "bill" which would make it a law that class would be held from 6:00 am to 9:00 am on Wednesdays.

Basic Skills

a. Reading for facts
b. Understanding a flow chart
c. Third person singular verb endings
d. Oral expression

Classroom Activities

a. Group Activities:
   1. Students and teacher will review vocabulary.
   2. Students, assisted by teacher, will read "Government and Law", ABLEST Series, pages 30-31.
b. Discussion: Teacher will lead class in discussion of flow chart, "Government and Law", ABLEST Series, pages 30-31. How does the bill start? What happens if the House and the Senate both vote against the bill? What happens if the President keeps the bill for 10 days without signing it?
c. Demonstration: Teacher will present third person singular present tense verb endings. Class will complete Practice Sheet 4-1.

as moderator for the activity.

Demonstration of Competence

Students will report three different duties the President performed during the course of one week. This information may be obtained from television, radio, newspapers, or magazines.

Individual Life Skill Activity

With knowledge acquired, student will be aware of the powers and duties of the president and will be able to make a responsible choice for president should he/she register to vote in the future.

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d. Individual Activity: Students will complete Practice Sheets 4-2 and 4-3.
e. Oral Expression Exercise: Students will orally paraphrase what is going on in each picture on Practice Sheet 4-5.
f. Group Project: Teacher will present hypothetical bill to class and assign roles of President, Senators, and Representatives. Led by teacher, class will prepare to role play passage or rejection of bill.

Demonstration of Competence

Students will role play how a bill becomes or does not become a law. Outcome of bill will depend upon decision of class.

Individual Life Skill Activity

Student will listen to the news or read the newspaper to find out about a Congressional activity.

IVD 15
GOVERNMENT AND LAW

3 Hours

FILING A FEDERAL INCOME TAX RETURN

Teacher Preparation

a. Read "Using Credit and Banking Services and Understanding Income Tax", (090GL), pages 118-133 and 144-145.
b. Compile vocabulary list on income tax.

Basic Skills

a. Reading for facts
b. Reading tables
c. Addition and subtraction of decimals
d. Filling out a form
e. Filing a federal income tax return

Classroom Activities

a. Group Activities:
   1. Students and teacher will review income tax vocabulary.
   2. Assisted by teacher, students will read pages 118-119 in "Using Credit and Banking Services and Understanding Income Tax".
b. Discussion: What are the 2 income tax forms? When is each used? What items should you have on hand before starting your income tax? What time of year do we file income tax? What is the last day we can file?
c. Group Activities:
   1. Students, assisted by teacher, will read and do exercises in "Using Credit and Banking Services and Understanding Income Tax", pages 120-125. (Example 1). Students will fill in empty 1040A form on page 120 and compare it with completed form on page 125.

IVD 16
GOVERNMENT AND LAW

3 Hours

FILING A STATE INCOME TAX RETURN

Teacher Preparation

a. Obtain copies of Pennsylvania PA 40A Individual Income Tax forms and Instruction Booklet from local Department of Revenue office.
b. Prepare handout of General Instructions rewritten at easier reading level.
c. Compile vocabulary list from tax return and Instruction Booklet.
d. Prepare hypothetical W-2 form for Demonstration of Competence.

Basic Skills

a. Reading for facts
b. Following instructions
c. Filling out a tax return
d. Mathematical operations

Classroom Activities

a. Group Activities:
   1. Students and teacher will review vocabulary.
   2. Students, assisted by teacher, will read handout of General Instructions.
b. Discussion: Class will discuss process of filing a state income tax return. Who must file a tax return? How do you pay? Where do you mail your return? When must you file your return?
c. Demonstration: Teacher will distribute copies of tax return forms and handout of instructions to students. Teacher will lead class in reading instructions and will demonstrate how to fill out return. Teacher will show how to transfer information from W-2 form to tax return.

2. Students will read and do examples 2 and 3, pages 126-130.
3. Students and teacher will read pages 131-133.

d. Discussion: What four things must we do to have the IRS figure our income tax return? What is a tax preparer? What are 4 different types of tax preparers? Is it a good idea to do your tax return yourself?

Demonstration of Competence

Student will correctly complete exercise in "Using Credit and Banking Services and Understanding Income Tax", pages 144-145. Using W-2 form and tax table provided, student will properly fill out 1040A Form. Teacher will check for accuracy.

Individual Life Skill Activity

On receiving W-2 form, student will fill out a 1040A form and file it with the IRS before April 15.

Demonstration of Competence

Students will receive copies of hypothetical W-2 form from teacher and will complete PA 40A Individual Income Tax Return.

Individual Life Skill Activity

Employed student will submit completed tax return to state tax center by April 15. Unemployed student will keep return for future reference. With knowledge acquired, student will be able to file state tax return in future.

IVD 17
GOVERNMENT AND LAW

3 Hours

UNDERSTANDING LOCAL TAXES

Teacher Preparation

a. Obtain copies of county tax return forms and instruction sheets from local county tax collection bureau.
b. Compile vocabulary list.
c. Prepare dialogue in which one person speaks to a person at the tax office about obtaining tax return form and instruction sheet.
d. Secure teletrainer.
e. Prepare hypothetical W-2 form.

Basic Skills

a. Oral expression
b. Reading and following instructions
c. Filling out a tax return
d. Basic math

Classroom Activities

a. Group Activity: Students and teacher will review vocabulary.
b. Oral Expression Activity: Students will role play dialogue prepared by teacher.
c. Reading Material: Students, assisted by teacher, will read Instruction Sheet, Page 1.
d. Discussion: Class will discuss process of filing local tax return.
e. Demonstration: Teacher will distribute local tax return forms and will demonstrate how to fill out form.

IVE 18
GOVERNMENT AND LAW

3 Hours

FILING FOR CITIZENSHIP

Teacher Preparation

a. Read "Naturalization Requirements and General Information", *(060GL)*.
b. Read "Becoming a U.S. Citizen", *(007GL)*, pages 39-46.
c. Obtain copies of Application to File Petition for Naturalization from U.S. Department of Justice, Immigration and Naturalization Service.
d. Compile vocabulary list from readings and application form.

Basic Skills

a. Reading for facts
b. Listening comprehension
c. Following directions
d. Filling out a form

Classroom Activities

a. Group Activity: Students and teacher will review vocabulary.
b. Discussion: After reading "Becoming a U.S. Citizen", pages 39-41, class will discuss process of application. What are fingerprints and where can you have them taken? What is biographic information? Where do you take the completed forms?
c. Paired Activity: Students will work in pairs to answer questions, "Becoming a U.S. Citizen", page 46. Students will take turns asking and answering questions. Teacher will circulate to check for accuracy.
d. Listening Comprehension Exercise: Teacher will write words from "Using Words" exercise, "Becoming a U.S. Citizen", page 46, on chalkboard. Teacher will then read sentences from same exercise omitting words on chalkboard. Students will write from dictation, choosing

Demonstration of Competence

Students will complete tax return using teacher-made W-2 form.

Individual Life Skill Activity

Employed student will submit tax return to local tax collection bureau by April 15. Unemployed student will keep form to use for future reference.

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correct words from board to complete sentences.

e. Demonstration: Teacher will distribute copies of Application to File Petition for Naturalization and will demonstrate how to fill out application.

Demonstration of Competence

Students will complete Application to File Petition for Naturalization.

Individual Life Skill Activity

Student will submit completed Application to File Petition for Naturalization if and when applying for naturalization.

IVE 19
GOVERNMENT AND LAW

3 Hours

PREPARING FOR THE CITIZENSHIP TEST

Teacher Preparation

a. Read "Becoming a U.S. Citizen", (007GL), pages 47-50.
b. Compile vocabulary list.
c. Review "Becoming a U.S. Citizen", Lesson 1-5, pages 5-26, and categorize areas of information applicant must know for test; e.g. U.S. history, Constitution and Bill of Rights, make-up of the federal government, etc.
d. Prepare dialogue between 2 students. One has already taken the Citizenship Test and the other one is asking about it.

Basic Skills

a. Reading for facts
b. Repeating oaths and pledges
c. Writing from dictation
d. Oral expression

Classroom Activities

a. Group Activities:
   1. Students and teacher will review vocabulary.
   2. Students, with assistance of teacher, will read "Becoming a U.S. Citizen", pages 48-52.
b. Listening Comprehension Activity: After completing exercises, "Becoming a U.S. Citizen", page 53, teacher will read selected sentences. Students will write from dictation.
c. Discussion: Class will discuss the citizenship test. Teacher will present types of questions and areas of information that applicant will be expected to know.

IVE 20
GOVERNMENT AND LAW

3 Hours

YOUR RIGHT TO VOTE

Teacher Preparation

a. Read "Government and Law", ABLEST Series, (029GL), pages 10-19.
b. Read ABLEST Curriculum Guide, (001G), pages 117-136.
c. Duplicate Practice Sheets 2-1, 2-2, 2-3, 2-4, 2-6, and Chapter 2, Post-test, ABLEST Curriculum Guide, pages 123-129, 131, and 133-134.
d. Obtain copies of voter registration forms from Office of County Registrar.
e. Compile vocabulary list from reading, Practice Sheets, and form.
f. Arrange for field trip to local Courthouse to see how to use voting machines.

Basic Skills

a. Reading for facts and comprehension
b. Understanding voting terminology
c. Using correct verb forms
d. Oral expression

Classroom Activities

a. Group Activities:
   1. Students and teacher will review vocabulary.
   2. After reading "Government and Law", ABLEST Series, pages 10-17, class will complete exercises, page 19.
b. Review of Structure: Teacher will review -s third person singular verb ending and -ed

d. Choral Repetition Activity: Students will repeat after teacher Oath of Allegiance and Pledge of Allegiance, "Becoming a U.S. Citizen", pages 49-52.
e. Oral Expression Exercises: Students will role play dialogue prepared by teacher.

Demonstration of Competence

Students will make list of areas of information that they will have to know for the citizenship test.

Individual Life Skill Activity

Student will attend Citizenship classes and take the Citizenship Examination if he/she desires to be naturalized.

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past tense ending. Class will complete Practice Sheets 2-1 and 2-2.
c. Vocabulary Practice Exercise: Students will complete Practice Sheets 2-3 and 2-4.
d. Oral Expression Activity: Students will read and orally paraphrase the situations in each picture, Practice Sheet 2-6.
e. Field Trip: Students and teacher will visit local Courthouse to see how voting machines work.

Demonstration of Competence

Students will successfully complete Chapter 2 Post-test.

Individual Life Skill Activity

Student will keep completed voter registration form to be used or copied when registering to vote.

VA 1
COMMUNITY RESOURCES — 3 Hours

OBTAINING A DRIVER'S LICENSE

Teacher Preparation

a. Read "Forms, Forms, and More Forms," Project Drive, (027CR), pages 1-9 and 19-22.
b. Secure copies of "Pennsylvania Manual for Drivers", (068CR).
c. Secure sample copies of Physical Examination Certificate and application for learner's permit from State Police.
d. Secure tape recorder.

Basic Skills

a. Reading for facts
b. Oral expression
c. Aural comprehension
d. Writing from dictation
e. Filling out a form

Classroom Activities

a. Group Activity: With assistance of teacher, students will read and complete exercises in "Forms, Forms, and More Forms", Project Drive, pages 1-9.
b. Discussion: Class will discuss procedure for obtaining learner's permit. What tests do you have to pass before applying for a learner's permit? Where do you go to take the eye test and the traffic law test? What do you have to take with you when you go for the tests? What 3 things do you have to send to the State Department of Transportation to get your permit? Class will outline maneuvers necessary for completion of road test.
c. Demonstration: Teacher will distribute Physical Examination Certificate and application for learner's permit and demonstrate how to properly fill out each form. Teacher will demonstrate how to find a notary public in telephone directory and explain that back of Physical Examination Certificate must be filled out and signed by physician.

VA 2
COMMUNITY RESOURCES — 3 Hours

TRAFFIC RULES AND REGULATIONS

Teacher Preparation

a. Read "Traffic Laws and You", (088CR). Develop an abbreviated and simplified outline on Pennsylvania traffic laws including right-of-way violations, turning and passing regulations, speed limits, school bus regulations, and mandatory revocation of operating privileges. Use must and may not whenever possible.
b. Read "The New Pennsylvania Point System". (087CR) Prepare a simplified explanation of most important aspects of point system. Secure copy of pamphlet for each student.
c. Compile vocabulary list.
d. Prepare 10 question true-false test on Pennsylvania traffic laws.

Basic Skills

a. Reading for facts
b. Oral expression
c. Aural comprehension
d. Using a chart

Classroom Activities

a. Presentation of Structure: Teacher will present structures must and may not. Teacher will demonstrate use of affirmative must to indicate obligation and negative may not to indicate a prohibited activity by using in several sentences from outline.
b. Group Activities:
   1. Students and teacher will review vocabulary.

2. Students, assisted by teacher, will read and discuss outline of Pennsylvania traffic rules and regulations.

c. Demonstration: Teacher will explain Pennsylvania Point system and discuss how a driver may acquire and remove points from personal driving record.

d. Group Project: Divide class into small groups. Distribute pamphlet "The New Pennsylvania Point System" and refer students to chart of violations and number of points on back. Each group will take one area of outline of Pennsylvania traffic laws and, using chart, will find and record number of points assigned to each violation. Each group will make a presentation to class in which individuals from group will take turns orally stating traffic regulation and points for violation.

Demonstration of Competence

Students will successfully complete true-false test on Pennsylvania traffic laws.

Individual Life Skill Activity

With knowledge acquired, student will be aware of and comply with Pennsylvania traffic rules and regulations and understand how points are applied to a person's record when violations occur.

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d. Group Activity: Students, assisted by teacher, will read questions and answers to Pennsylvania driver's test, pages 19-22 in "Forms, Forms, and More Forms."

e. Paired Activity: Divide class into groups of two. Students will practice asking and answering items from Pennsylvania driver's test. Students will tape selected questions and answers to play back and evaluate.

f. Listening Comprehension Exercise: Teacher will read selected questions. Students will write from dictation.

Demonstration of Competence

Students will list steps involved in procedure for obtaining a learner's permit and maneuvers required for completion of road test to obtain driver's license. Students will answer selected questions from Pennsylvania driver's test.

Individual Life Skill Activity

Student will take home a copy of Pennsylvania Manual for Drivers for further study before applying for driver's license.

VA 3
COMMUNITY RESOURCES

3 Hours

ROAD SIGNS

Teacher Preparation

a. Read "Signs, Symbols and Signals", Project Drive, (078CR).
b. Read "Reading Competence", (072G), pages 37-42.
c. Secure pamphlet "Pennsylvania Highway Signs Are Changing", (067CR).

Basic Skills

a. Reading for facts
b. Oral expression
c. Aural comprehension
d. Using synonyms and antonyms
e. Recognizing road signs

Classroom Activities

a. Group Activity: With assistance of teacher, students will read and complete exercises in Project Drive, "Signs, Symbols and Signals", pages 1-17.
b. Discussion: Class will discuss four types of road signs, meaning of different colors and shapes, lines on road surface and traffic lights.
c. Group Activity: Students, assisted by teacher, will read and complete exercises in "Reading Competence", pages 37-40.
d. Discussion and Demonstration: Class will discuss how and why road signs are changing. Do you think the new signs are better? Why? Do the new signs mean the same as the old ones? Teacher will present terms synonym and antonym and demonstrate how two words can mean the same or have opposite meanings.
e. Individual Activity: Student will complete exercises on synonyms and antonyms in "Reading Competence", page 41-42.

VA 4
COMMUNITY RESOURCES

1½ Hours

VEHICLE INSPECTION AND REGISTRATION

Teacher Preparation

a. Read "Maintenance", Project Drive (057G), pages 19-22.
b. Read "Forms, Forms and More Forms", Project Drive, (027CR), pages 14-15.
c. Secure sample vehicle registration cards and inspection stickers.

Basic Skills

a. Reading for facts
b. Oral expression
c. Aural comprehension
d. Writing from dictation
e. Reading a form

Classroom Activities

a. Group Activity: Students, assisted by teacher, will read and complete exercises in "Maintenance", Project Drive, pages 19, 21 and 22.
b. Discussion: How often do you have to get your car inspected in Pennsylvania? Can you inspect your car yourself? Where do you have to take your car? What is an inspection sticker? Who puts an inspection sticker on your car? Where does it go? What information is on the sticker?
c. Group Activity: Students, assisted by teacher, will read pages 14-15 in "Forms, Forms and More Forms".
d. Discussion: How much does a registration card cost? Where should you keep your registration card? When do you have to get a new one? Is your registration card good if it is not signed?
e. Aural Comprehension Activities:
   1. Student will have a vehicle registration card. Teacher will ask questions from page 15

f. Oral Expression Activity: Teacher will distribute pamphlet "Pennsylvania Highway Signs Are Changing". Students will examine existing and new road signs and give a complete sentence describing what signs indicate. e.g. I cannot make a left turn here.

Demonstration of Competence

Students will successfully complete post-test in "Signs, Symbols and Signals", Project Drive.

Individual Life Skill Activity

With knowledge acquired, student will be able to recognize and properly respond to road signs.

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in "Forms, Forms and More Forms". Student will examine and answer.

2. Teacher will read paragraph from "Maintenance", page 19. Students will write from dictation.

Demonstration of Competence

Students will correctly answer questions from Exercise 8 on page 20 of "Maintenance" and Exercise 8 on page 15 of "Forms, Forms and More Forms".

Individual Life Skill Activity

With knowledge acquired, student will have his car promptly inspected and registered.

VA 5
COMMUNITY RESOURCES

3 Hours

DRIVING IN SPECIAL WEATHER CONDITIONS

Teacher Preparation

a. Read "Driving for All Seasons and Reasons", Project Drive, (019CR), pages 15-18.
b. Read pamphlet, "How to Go on Ice and Snow", (039CR).
c. Read "Reading Improvement", (073CR), pages 16-18.
d. Compile vocabulary list.

Basic Skills

a. Reading for facts
b. Oral expression
c. Aural comprehension
d. Writing from dictation
e. Writing expression

Classroom Activities

a. Group Activities:
   1. Students and teacher will review vocabulary.
   2. Class will read and complete exercises in "Driving for All Seasons and Reasons", pages 15-18.
   3. With assistance of teacher, students will read pamphlet "How to Go in Ice and Snow".
b. Discussion: What are some weather conditions that make driving difficult? What should we check on our car before driving in bad weather? What things should we carry in the car for winter driving? Class will discuss safe driving practices such as testing brakes to get the feel of the road, following at a greater distance than normal, pumping brakes, reducing speed and avoiding low gears to avoid accidents in adverse weather conditions.
c. Group activity: Students will read pages 16 and 17 in "Reading Improvement."

VA 6
COMMUNITY RESOURCES

3 Hours

READING ROAD MAPS

Teacher Preparation

a. Read "Finding Your Way", Project Drive, (024CR), pages 8-14.
b. Secure road maps.
c. Compile a vocabulary list from the legend of a map.

Basic Skills

a. Reading for facts
b. Reading for pronunciation
c. Expressing directions in target language
d. Comprehending directions in target language
e. Understanding map symbols and abbreviations

Classroom Activities

a. Reading Material: Students will read page 8 in "Finding Your Way". Have students list vocabulary items they do not understand.
b. Group Activities:
   1. Teacher will explain items on students' lists.
   2. Teacher will read page 8 in "Finding Your Way". Students will listen for pronunciation. Each student will reread passage.
   3. Teacher will distribute maps. Students will locate the 4 types of routes.
   4. Students and teacher will go over legend vocabulary.
   5. With the assistance of the teacher, students will do exercises 12 and 13.
   6. Teacher will present structures: How do you go to?, You take route.... to....

d. Discussion: Class will discuss proper technique to steer a car out of a skid as outlined in "Reading Improvement."
e. Oral Expression Activity: Refer students to pictures in "Driving for All Seasons and Reasons" and "How to Go on Ice and Snow". Individuals from class will give a short oral report on weather conditions present and possible effect on driving.
f. Aural Comprehension Activity: Teacher will read What to Do in an Emergency from pages 16-17 in "Reading Improvement". Students will write from dictation.

Demonstration of Competence

Students will list several driving techniques to avoid accidents in adverse weather conditions. Students will successfully complete exercises on page 17-18 in "Reading Improvement" concerning how to handle an automobile when it goes into a skid.

Individual Life Skill Activity

Student will take home list of driving techniques to avoid accidents in adverse weather conditions and steps involved in steering an automobile out of a skid and keep as a reference to review before driving in special weather conditions.

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then pick up route.... to...., go north (south, east, west) on route.... to....
c. Individual Activity: Assign each student a city at least 100 miles from your location. Have student write down directions and be able to give them orally.

Demonstration of Competence

Write names of assigned cities on chalkboard. Each student will choose a city and listen while the student who has plotted the route for that location gives directions orally. The first student will repeat the directions. Other class members will follow on the map and check for accuracy.

Individual Life Skill Activity

Each student will plan a trip to a city where a friend or relative lives or to a city that he/she would like to visit.

VA 7
COMMUNITY RESOURCES — 3 Hours

TRAVEL TIMES

Teacher Preparation

a. Read "Reaching Math Competence", (069G), pages 67-74.

Basic Skills

a. Reading for comprehension
b. Oral expression
c. Aural comprehension
d. Basic math - addition, subtraction, division
e. Using chart

Classroom Activities

a. Group Activity: Class will read page 67 in "Reaching Math Competence".
b. Demonstration: Teacher will explain use of mileage chart and demonstrate how to find solution to driving time problems. Simplify instructions where possible. Have students repeat instructions.
c. Group Activity: Class will read section on traveling time for bus, train or plane trips on page 70 in "Reaching Math Competence".
d. Demonstration: Teacher will read and demonstrate how to find solutions to traveling time problems. Simplify instructions where possible. Have students repeat instructions.
e. Individual Activity: Student will complete first five problems from Try This sections on page 69 and 73 in "Reaching Math Competence". Teacher will assist as needed.
f. Paired Activity: Assign one problem from previous activity to each pair of students. Have one student read problem and give instructions while a second works it out on chalkboard.

VA 8
COMMUNITY RESOURCES — 3 Hours

TIME ZONES

Teacher Preparation

a. Read "Reading Competence", (072G), pages 46-47.
b. Read "Improving Math Competence", (045CR), pages 186-188.
c. Read "Reaching Math Competence", (069G), pages 74-76.
d. Secure a globe and a flashlight.

Basic Skills

a. Reading for facts
b. Oral expression
c. Aural comprehension
d. Basic math - addition and subtraction
e. Pronunciation
f. Using a map

Classroom Activities

a. Reading Material: Class will read What time is it? on page 47 in "Reading Competence".
b. Demonstration: Using globe and flashlight to represent the sun, teacher will demonstrate how time zones are based on rotation of earth.
c. Group Activity: Students, assisted by teacher, will read pages 186-187 in "Improving Math Competence".
d. Discussion: Why did Mrs. Martinez miss the TV program? How many time zones are there in the United States? Is the time earlier on the East Coast or on the West Coast? What is daylight savings time? When do we set our clocks ahead and back again?
e. Demonstration: Teacher will demonstrate how to do selected time zone problems from "Reaching Math Competence" and "Improving Math Competence".

Demonstration of Competence

Students will correctly complete problems 6-10 from Try This section on page 69 and problems a-f on page 74 in "Reaching Math Competence".

Individual Life Skill Activity

With knowledge acquired, student will be able to calculate travel and arrival time when traveling by car, bus, train or airplane.

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f. Pronunciation Exercise: Write names of cities and states used in exercises in "Improving Math Competence" on chalkboard. Supply name of state where it is not given. Students will repeat after teacher.
g. Aural Comprehension Activity: Teacher will read problems from "Improving Math Competence". Students will locate cities on map and supply answers. Students should not see written problems.

Demonstration of Competence

Students will correctly complete selected time zone problems from "Reaching Math Competence". Teacher will check for accuracy.

Individual Life Skill Activity

With knowledge acquired, student will understand and be able to calculate time zone changes when traveling or making telephone calls to different areas of the United States.

VA 9
COMMUNITY RESOURCES — 3 Hours

USING PUBLIC BUS TRANSPORTATION

Teacher Preparation

a. Read "Getting Around Cities and Towns", (028CR), Unit 7.
b. Read "Using Transportation", (091CR), pages 50-52.
c. Secure bus schedules and city bus maps from local transit authority.
d. Secure teletrainers.

Basic Skills

a. Reading for comprehension
b. Oral expression
c. Aural comprehension
d. Written expression
e. Using bus maps, guides, schedules and transfers

Classroom Activities

a. Group Activity: Students, assisted by teacher, will read and complete exercises in "Getting Around Cities and Towns", pages 48-53 and "Using Transportation", pages 50-52. Exercises include using bus maps, route guides and transfer tickets.
b. Group Project: Teacher will distribute local bus schedules and city bus maps. Students will locate a shopping center, a park and the main library on city bus map, choose bus route, follow bus route on map and indicate what streets the bus goes on.
c. Paired Activity: Divide class into groups of two. Refer students to Practice Page 55 in "Getting Around Cities and Towns". Groups will choose a starting place such as school or their house and a destination such as a friend's house or a store downtown. Groups will prepare a dialogue in which first student calls bus station or transit authority and asks which bus to take, where to catch it and where to get off, and second student provides answers. Teacher will assist as needed.

VB 10
COMMUNITY RESOURCES — 1½ Hours

USING YOUR TELEPHONE DIRECTORY

Teacher Preparation

a. Read "Using Community Resources", (089CR).
b. Prepare a list of names, businesses, services and subjects to be located in the telephone directory.
c. Secure telephone directories.

basic Skills

a. Oral expression
b. Alphabetizing
c. Understanding abbreviations
d. Aural comprehension
e. Using telephone directory

Classroom Activities

a. Demonstration: Teacher will distribute telephone directories and explain different sections to class. Teacher will demonstrate how to use white pages, yellow pages and blue pages and will explain alphabetical listings, guide words and cross reference.
b. Group Activity: Teacher will provide name of a business, a community resource, and a government agency. With assistance of teacher, students will find the same item in white, yellow and blue pages. Students will look up each other's names in the white pages.
c. Individual Activity: Teacher will assign one name, business or service to each student and instruct him/her to find it in directory.
d. Sentences for Repetition: What did you look up in the telephone book?... I looked up ..... Where did you find it? I found it in the ..... pages under ..... Teacher will substitute various items in answers. Students will repeat.
e. Oral Expression Activity: Students will ask each other about assigned listings.

d. Oral Expression Activity: Using teletrainers, students will role play dialogues.

Demonstration of Competence

Teacher will provide students with a starting place, destination and a definite time to be there. Using local bus schedule and bus maps, students will determine which bus to take, where and what time to catch it, and where to get off to arrive at destination on time. Student will indicate if a transfer ticket is necessary.

Individual Life Skill Activity

Student will take bus schedule and map home and keep on hand to use as reference when using local public bus transportation.

Demonstration of Competence

Using list provided by teacher, students will look up and record telephohe numbers and addresses of various persons, businesses, and services.

Individual Life Skill Activity

When in need of a telephone number or address in the future, student will be able to properly use telephone directory.

VB 11
COMMUNITY RESOURCES 1½ Hours

MAKING TELEPHONE CALLS

Teacher Preparation

a. Read "How to Use Your Phone", (042CR), pages 3-8.
b. Compile vocabulary list.
c. Secure telephone directories.
d. Prepare brief conversational exchanges between an operator and a caller
   1. getting a number from directory assistance
   2. making a person to person call
   3. reversing charges.
e. Secure teletrainers.

Basic Skills

a. Reading for facts
b. Oral expression
c. Aural comprehension
d. Following directions
e. Locating information

Classroom Activities

a. Group Activities:
   1. Students and teacher will review vocabulary.
   2. Students, assisted by teacher, will read sections headed The Directory Assistance Operators, Long Distance Calls, Call during our bargain rate periods, Find a toll-free number, International Telephone Calls and Credits in "How to Use Your Phone", pages 3-8.
b. Discussion: Class will discuss how to make different kinds of telephone calls, rate changes with time of day, toll-free numbers and how to obtain credit for unused services. Teacher will distribute telephone directories and show students where to find information about how to make different kinds of calls.

VB 12
COMMUNITY RESOURCES 1½ Hours

ORDERING TICKETS BY TELEPHONE OR MAIL

Teacher Preparation

a. Read "Let's Talk", (054G), page 108.
b. Write a dialogue in which a person calls a theater to order tickets. A second person instructs him/her to send a check or money order for cost of tickets.
c. Write a sample letter requesting tickets and enclosing payment.
d. Secure teletrainers.

Basic Skills

a. Reading for comprehension
b. Oral expression
c. Writing a letter
d. Pronunciation and intonation
e. Aural comprehension

Classroom Activities

a. Group Activity: Class will read dialogue on page 108 in "Let's Talk".
b. Pronunciation Exercise: Instruct students to listen carefully for stress, rhythm, intonation and pronunciation. Teacher will read lines of dialogue and students will repeat.
c. Paired Activity: Divide class into groups of two. Students will practice dialogue.
d. Group Activity: Class will read dialogue prepared by teacher.
e. Pronunciation Exercise: Teacher will read lines of dialogue. Students will repeat.
f. Paired Activity: Students will practice dialogue in groups of two.
g. Demonstration: Teacher will distribute sample letter requesting tickets and show class how to place one's own address and the date, address of destination, salutation, body of letter, complimentary closing and signature. Teacher will discuss where to buy a

c. Group Activity: Students will read and repeat lines of brief conversational exchanges between operator and caller.
d. Paired Activity: Divide class into groups of two. Students will practice conversational exchanges.

Demonstration of Competence

Using teletrainers, students will role play making local and long distance calls and communicating with operator.

Individual Life Skill Activity

With knowledge acquired, student will be able to use proper procedures when making telephone calls and speaking to operator.

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money order and why a check or money order should be enclosed in a letter in place of cash.

Demonstration of Competence

Using teletrainers, students will role play dialogues presented in lesson. Students will write a letter requesting tickets to an event in a neighboring community. Teacher will check for effective communication of information and proper format in writing a letter.

Individual Life Skill Activity

Student will be able to order tickets by telephone or by mail in future. Student will take home sample letter for future reference.

VB 13
COMMUNITY RESOURCES

3 Hours

CONTACTING EMERGENCY SERVICES

Teacher Preparation

a. Review "Read English", (070CR), pages 1-8.
b. Prepare as handout sample responses to questions: "Do you have an emergency?", "Do you need fire, police, or ambulance?", "What city or township do you live in?" (only for areas serviced by 911), "What is your name?" (include the spelling), "What is your address?", "What is your number?"
c. Secure telephone directories.
d. Secure a set of portable telephones available on request from Bell Telephone Company.

Basic Skills

a. Following directions
b. Locating information in telephone directory
c. Using regular and pay telephones
d. Responding to information questions with "What", and to questions with auxiliary "Do".

Classroom Activities

a. Group Activity: With the assistance of the teacher, class will read and do the exercises in "Read English", pages 1-8.
b. Demonstration: Teacher will distribute telephone directories and show different sections that contain emergency numbers.
c. Drill: Students will repeat several times, first in unison and then individually, responses to the questions. e.g. "Do you have an emergency?" "Yes, my son is hurt. I need an ambulance."

VB 14
COMMUNITY RESOURCES

3 Hours

MAKING HOTEL RESERVATIONS

Teacher Preparation

a. Secure brochures containing room rates and hotel registration forms from several hotels.
b. Compile a vocabulary list from brochures.
c. Prepare 2 dialogues in which a person requests hotel reservations by telephone.
d. Secure teletrainers.

Basic Skills

a. Reading for facts
b. Filling out a form
c. Oral Expression
d. Basic math
e. Making comparisons

Classroom Activities

a. Group Activity: Students and teacher will review vocabulary items from brochures.
b. Discussion and demonstration: Teacher will distribute brochures and hotel registration forms. Class will discuss rates and services offered by various hotels. Teacher will demonstrate how to complete registration forms.
c. Individual Activity: Student will read a brochure and prepare a short oral report on rates and services of a particular hotel. Teacher will assist where necessary. Students will report to class.
d. Group Activity: Teacher will read dialogue. Students will repeat lines of dialogues in unison. In Groups of two, students will role play dialogues while class listens.

d. Paired Activity: In groups of two, students will take turns asking and answering questions. The teacher will check for accuracy and appropriateness of response.
e. Field Trip: Class will visit the location of a pay phone and learn to use it.

Demonstration of Competence

Teacher will assign each group of two an emergency situation. Using the portable telephones, students will take turns dialing and reporting emergency situations. Teacher will make sure that all necessary information is included and that it is clear, concise and easily understood.

Individual Life Skill Activity

Students will compile a list of emergency numbers to be placed near a telephone at home and make a copy to keep with them for quick reference.

Demonstration of Competence

Using teletrainers, students will call and make hotel reservations. Teacher will check for effective communication of information. Students will fill out hotel registration forms.

Individual Life Skill Activity

Student will consult brochures, calculate daily rates for his/her family and determine cost of accommodations for two, three and four nights.

VC 15
COMMUNITY RESOURCES — 1½ Hours

EDUCATIONAL FACILITIES

Teacher Preparation

a. Read "Community Services", ABLEST Series, (*015G*), Chapter 3 and Practice Sheets 3-2 and 3-3 from ABLEST Curriculum Guide (*001G*).
b. Read "Resources for Lifelong Learning", (*074CR*), pages 33-35.
c. Secure brochures from local colleges, trade schools and vocational and technical institutions.
d. Secure telephone directories.

Basic Skills

a. Reading for facts
b. Oral expression
c. Aural comprehension
d. Written expression

Classroom Activities

a. Group Activity: With assistance of teacher, students will read "Community Services", Chapter 3, and "Resources for Lifelong Learning", pages 33-35.
b. Discussion: Class will discuss different educational opportunities available to adults. What do the letters GED mean? Where can we get vocational training? What kinds of things do they teach in vocational schools? If you moved to another city, where would you look to find English classes? Class will review and discuss brochures from local institutions.
c. Individual Activity: Students will read and complete Practice Sheets 3-2 and 3-3 from ABLEST Curriculum Guide.

VC 16
COMMUNITY RESOURCES — 3 Hours

USING THE PUBLIC LIBRARY

Teacher Preparation

a. Read "Communication Skillbook 3 - New Worlds in English", (*016G*), pages 37-38.
b. Read "Resources for Lifelong Learning", (*074CR*), Unit 2, Lesson 2.
c. Compile a vocabulary list from readings.
d. Contact local library to arrange a class field trip.
e. Compile a list of books, authors, and subject areas for students to locate in library.
f. Secure library card applications.

Basic Skills

a. Reading for facts
b. Filling out a form
c. Alphabetizing
d. Pronunciation and intonation
e. Using a card catalogue

Classroom Activities

a. Group Activities:
   1. Students and teacher will go over vocabulary items from readings.
   2. Students, assisted by teacher, will read "Communication Skillbook 3 - New Worlds in English", pages 37-38 and "Resources for Lifelong Learning", Unit 2, Lesson 2.
b. Discussion: What services besides books does a library offer? How do you find books and information in a card catalogue? Who can use the public library?
c. Pronunciation and Intonation Exercise: Sentences for repetition: I would like to take this book out. I would like to renew this book. Where can I find some information on...?
d. Demonstration: Teacher will hand out library card applications and show students how to

d. Demonstration: Teacher will distribute telephone directories and demonstrate how to find and read ads and listings for local educational facilities.
e. Aural Comprehension Activity: Teacher will write 7 types of educational facilities from Practice Sheet 3-2 on chalkboard and will read explanations out of order. Students will listen to explanations and match with items on chalkboard.
f. Oral Expression Activity: Refer students to pictures in "Community Services". Volunteers from class will give a short oral report on what is happening in each picture.

Demonstration of Competence

Students will correctly complete Post-test from ABLEST Curriculum Guide.

Individual Life Skill Activity

Student will visit one or two educational facilities in the community and will be able to decide which would best serve his/her personal needs.

properly fill out.
e. Field Trip: Class will visit local library and learn procedures for borrowing and using materials and facilities.

Demonstration of Competence

Each student will choose a book, author or subject from list provided by teacher and will use card catalogue in library to locate book or information. Student will correctly fill out library card application form, secure a library card, and check out book.

Individual Life Skill Activity

Student will return book to library on time, check out a second book of his/her choice and bring it to class.

VC 17
COMMUNITY RESOURCES

3 Hours

USING SERVICES OF THE UNITED STATES POST OFFICE

Teacher Preparation

a. Read "English for Adult Living", Book 1, (*020CR*), Unit 3, Lesson 1.
b. Secure stamps, envelopes, post cards, a zip code directory, sample money orders, change of address forms and play money.
c. Arrange a field trip to local post office.

Basic Skills

a. Oral expresion and communication
b. Addressing an envelope
c. Using a zip code directory
d. Filling out a form
e. Identifying services of U.S. Post Office
f. Reading for facts

Classroom Activities

a. Group Activity: Assisted by teacher, students will read and repeat dialogues on pages 41 and 42 in "English for Adult Living."
b. Demonstration: Teacher will distribute post office realia and explain how each is used. Teacher will demonstrate how to properly address an envelope, fill out money orders and change of address cards, and how to find zip code numbers in zip code directory.
c. Paired Activity: In groups of two, students will practice dialogues on pages 41 and 42 in "English for Adult Living", making substitutions as indicated. Teacher will check for proper pronunciaton and oral expression.
d. Reading Material: Students will read passage on page 43 concerning different kinds of mail.

VC 18
COMMUNITY RESOURCES

1½ Hours

HUMAN SERVICE AGENCIES

Teacher Preparation

a. Read "Community Services", ABLEST Series (*015G*), Chapter 2 and Practice Sheets 2-4 and 2-5 from Curriculum Guide (*001G*).
b. Secure a guide to local human services if available.
c. Secure telephone directories.
d. Secure brochures from agencies providing services to particular ethnic groups represented in class.

Basic Skills

a. Reading for facts
b. Oral expression
c. Aural comprehension
d. Writing from dictation
e. Using telephone directory

Classroom Activities

a. Group Activity: With assistance of teacher, students will read and complete exercises in ABLEST "Community Services", Chapter 2.
b. Discussion: Class will discuss different human service agencies and outline services provided by each. Where can a person call if unable to shop or cook his/her own meals? What agencies help parents with children? Where can a husband and wife go to get help with problems between them? Where can a woman go if her husband seriously hurts her? Where can you go if you need an interpreter or a translator?
c. Individual Activity: Student will complete Practice Sheet 2-4 from ABLEST Curriculum Guide.
d. Demonstration: Teacher will distribute telephone directories and/or local guide to

e. Discussion: Class will discuss ways to send letters and packages. Which items are sent by first, second and third class mail? How are certified, registered, and special delivery letters different?
f. Field Trip: Class will visit a local post office. Students desiring to make purchases or send letters and/or packages will do so.

Demonstration of Competence

Students who need to purchase items or send letters or packages will speak to postal clerk during field trip. Students who do not need to use services of post office at this time will be assigned a role play in class.

Individual Life Skill Activity

With knowledge acquired, student will be able to communicate with postal clerks and effectively use services offered by the United States Post Office.

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human services and demonstrate how to find agencies and services available in community.
e. Aural Comprehension Activities:
   1. Write names of agencies from Practice Sheet 2-4 on chalkboard and read explanations out of order. Students will match services of agencies with names on chalkboard.
   2. Students and teacher will read Practice Sheet 2-5. Teacher will re-read while students write from dictation.
f. Oral Expression Activity: Refer students to pictures in Chapter 2 of "Community Services". Volunteers from class will give a short oral report on what is happening in pictures.

Demonstration of Competence

Students will correctly complete Post-test for Chapter 2 from ABLEST Curriculum Guide.

Individual Life Skill Activity

Student will record name, telephone number and a brief summary of human service agencies that most interest him/her and keep for future reference.

VC 19
COMMUNITY RESOURCES — 3 Hours

DAY CARE CENTERS

Teacher Preparation

a. Obtain brochures and information from several local day care centers.
b. Arrange a field trip to a local day care center. Request that someone be available to answer questions.

Basic Skills

a. Reading for facts
b. Oral expression
c. Aural comprehension
d. Using past tense to narrate an experience
e. Written expression

Classroom Activities

a. Discussion: Teacher will distribute brochures and information from local day care centers. Students will review and discuss services offered. What is a day care center? Is there a greater need for day care centers now than there was ten years ago? Why are there more working mothers today than ever before? What should a parent look for in a day care center? How much do they cost? Are some day care centers cheaper for people who make less money?
b. Individual Activity: Each student will think of one question to ask person in charge at day care center on field trip. Teacher will assist with proper grammar and oral expression as needed.
c. Field Trip: Class will visit a local day care center and observe activities provided for children. Students will be encouraged to ask their questions.
d. Oral Expression Activity: On returning from field trip, students will give a short oral

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VC 20
COMMUNITY RESOURCES — 1½ Hours

LEISURE TIME ACTIVITIES AND RECREATIONAL FACILITIES

Teacher Preparation

a. Read "Where to Go, Who to See, What to Do", (093G), pages 81-83.
b. Compile a list of local and state recreational facilities. Include museums, parks, historical sites, swimming pools, skating rinks, bowling alleys, zoos, etc. Secure pamphlets and brochures if available.
c. Secure city and state maps.

Basic Skills

a. Reading for facts
b. Oral expression
c. Aural comprehension
d. Using city and state maps
e. Using second person in impersonal constructions

Classroom Activities

a. Group Activity: With assistance of teacher, students will read "Where to Go, Who to See, What to Do", pages 81-83.
b. Discussion: What kinds of recreational activities do you enjoy? Which of these activities do you have to pay for? Which are free? What kinds of things can you enjoy as a family? What recreational facilities do you know of in your community? Teacher will distribute list of local and state recreational facilities. Class will discuss recreational activities, location and whether or not there is a fee. Students will locate selected facilities on maps.
c. Presentation: Teacher will present use of impersonal you. Teacher will give several examples concerning recreational facilities and explain that second person can be

report on how they got there, what they saw, how their questions were answered and their impressions in general.

Demonstration of Competence

Students will write a report on field trip. Students will include positive and negative impressions and indicate personal reactions as to the need for day care centers.

Individual Life Skill Activity

Students will keep brochures and information concerning local day care centers as a reference to be able to compare and evaluate centers for present and future use.

used to refer to people in general and not necessarily to anyone in particular.
e.g. In a State Park, you can use the picnic areas for free. You have barbecue stoves for cooking and water to drink.

d. Oral Expression Activity: Each student will select a recreational facility and briefly explain what recreational activity can be enjoyed there using impersonal construction.
e. Listening Comprehension Activity: Teacher will describe several recreational facilities using impersonal second person. Students will listen and decide which facility is being described.

Demonstration of Competence

Students will select 3 local and 2 state recreational facilities they would like to use, locate them on map, and write a short description of activities that can be enjoyed.

Individual Life Skill Activity

Student will keep list of local and state recreational facilities to use as a reference.